# Year Three Report
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Institutional Overview

The University of Nevada, Las Vegas (UNLV) is one of eight institutions of the Nevada System of Higher Education (NSHE), which consists of two doctoral-granting universities, a state college, four comprehensive community colleges, and one environmental research institute.

The first classes were held on the University of Nevada, Las Vegas’ (UNLV) campus in a new 13,000-square-foot building in 1957. A year later, the school received accreditation from the Northwest Association of Secondary and Higher Schools.

Over the next five decades, UNLV grew at a rapid pace, erecting more than 100 buildings, developing dozens of undergraduate and graduate degree programs, promoting scholarship, creating partnerships with the community, and establishing nationally ranked sports teams. The university also recruited diverse and talented students from across the country, founded an alumni association, and established a fundraising foundation.

UNLV is organized into the following academic units:

- The Colleges of Education, Engineering, Fine Arts, Honors, Hotel Administration, Liberal Arts, Sciences, Urban Affairs
- Schools of Business, Law, Dental Medicine, Allied Health Sciences, Community Health Sciences, Nursing
- The Graduate College
- The Division of Educational Outreach
- The Academic Success Center
- University Libraries

In addition to the academic units, several other units, including the Office of Diversity Initiatives, Finance and Business, Student Affairs, Research, and University Advancement work cooperatively to support the major functions of the university.

The university offers artistic, cultural, and technical resources and opportunities to the community it serves. It promotes research programs and creative activities by students and faculty that respond to the needs of an urban community in a desert environment.

Today, UNLV enrolls over 27,000 students and the institution offers over 220 degree and certificate programs through 15 schools and colleges. Governed by the Nevada System of Higher Education (NSHE), UNLV is required to have an individual strategic plan, as are the other NSHE institutions. This strategic plan must clearly reflect the overarching goals of the system’s plan while also establishing more specific goals, targets, and directions based on the institution’s overall mission and service area. According to NSHE policy, UNLV and the University of
Nevada, Reno (UNR) shall each offer a wide array of academic programs at the undergraduate and graduate levels, as well as research and public service programs to serve their respective regions, the state, and the nation. NSHE policy further states that each institution shall strive to complement the other through its programs and through cooperative inter-institutional activities (and, when appropriate, with Nevada State College and the Desert Research Institute). The universities are further directed to strive to avoid unnecessary duplication of academic, research, and public service programs.
Basic Institutional Data Form

NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

BASIC INSTITUTIONAL DATA FORM

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 Accreditation Handbook for definitions of terms.

Institution: University of Nevada, Las Vegas

Address: Box 451001, 4505 S. Maryland Parkway,
City, State, ZIP: Las Vegas, NV 89154-1001

Degree Levels Offered: x Doctorate x Masters x Baccalaureate □ Associate x Other (Certificate & Specialist)

If part of a multi-institution system, name of system: Nevada System of Higher Education

Type of Institution: x Comprehensive □ Specialized □ Health-centered □ Religious-based □ Native/Tribal □ Other (specify) ______

Institutional control: x Public □ City □ County □ State □ Federal □ Tribal □ Private/Independent (□ Non-profit □ For Profit)

Institutional calendar: □ Quarter x Semester □ Trimester □ 4-1-4 □ Continuous Term □ Other (specify) ______

Specialized/Programmatic accreditation: List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

<table>
<thead>
<tr>
<th>Program or School</th>
<th>Degree Level(s)</th>
<th>Recognized Agency</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>Master</td>
<td>National Architectural Accrediting Board</td>
<td>1.2011</td>
</tr>
<tr>
<td>Art</td>
<td>Bachelor, Master</td>
<td>National Association of Schools of Art and Design</td>
<td>10.2008</td>
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<tr>
<td>Athletic Training</td>
<td>Bachelor</td>
<td>Commission on Accreditation of Athletic Training Education</td>
<td>2013</td>
</tr>
<tr>
<td>Accounting</td>
<td>Bachelor, Master</td>
<td>Association to Advance Collegiate Schools of Business</td>
<td>1.2010</td>
</tr>
<tr>
<td>Economics</td>
<td>Bachelor</td>
<td>Association to Advance Collegiate Schools of Business</td>
<td>4.2011</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>Bachelor</td>
<td>Association to Advance Collegiate Schools of Business</td>
<td>4.2011</td>
</tr>
<tr>
<td>Finance</td>
<td>Bachelor</td>
<td>Association to Advance Collegiate Schools of Business</td>
<td>4.2011</td>
</tr>
<tr>
<td>Program</td>
<td>Degree</td>
<td>Accreditation</td>
<td>Date</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>----------</td>
<td>-----------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>International Business</td>
<td>Bachelor</td>
<td>Association to Advance Collegiate Schools of Business</td>
<td>4.2011</td>
</tr>
<tr>
<td>Management</td>
<td>Bachelor</td>
<td>Association to Advance Collegiate Schools of Business</td>
<td>4.2011</td>
</tr>
<tr>
<td>Marketing</td>
<td>Bachelor</td>
<td>Association to Advance Collegiate Schools of Business</td>
<td>4.2011</td>
</tr>
<tr>
<td>Real Estate &amp; Urban Economics</td>
<td>Bachelor</td>
<td>Association to Advance Collegiate Schools of Business</td>
<td>4.2011</td>
</tr>
<tr>
<td>Applied Economics</td>
<td>Master</td>
<td>Association to Advance Collegiate Schools of Business</td>
<td>4.2011</td>
</tr>
<tr>
<td>Management Information Systems</td>
<td>Master</td>
<td>Association to Advance Collegiate Schools of Business</td>
<td>4.2011</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>Master</td>
<td>Association to Advance Collegiate Schools of Business</td>
<td>4.2011</td>
</tr>
<tr>
<td>Executive Master of Business Administration</td>
<td>Master</td>
<td>Association to Advance Collegiate Schools of Business</td>
<td>4.2011</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Bachelor</td>
<td>ABET</td>
<td>4.2011</td>
</tr>
<tr>
<td>Construction Management</td>
<td>Bachelor</td>
<td>American Council for Construction Education</td>
<td>7.2008</td>
</tr>
<tr>
<td>Didactic Program In Dietetics</td>
<td>Bachelor</td>
<td>Academy of Nutrition and Dietetics</td>
<td>7.2011</td>
</tr>
<tr>
<td>Dental Medicine</td>
<td>Doctor of Dental Medicine</td>
<td>Commission on Dental Accreditation</td>
<td>8.2008</td>
</tr>
<tr>
<td>Dental Medicine</td>
<td>Certificate in Orthodontics and Dentofacial Orthopedics &amp; Master</td>
<td>Commission on Dental Accreditation</td>
<td>8.2008</td>
</tr>
<tr>
<td>Dental Medicine</td>
<td>Certificate in Pediatric Dentistry Post-Graduate Program</td>
<td>Commission on Dental Accreditation</td>
<td>8.2008</td>
</tr>
<tr>
<td>Dental Medicine</td>
<td>Certificate in Advanced Education in General Practice Residency</td>
<td>Commission on Dental Accreditation</td>
<td>8.2008</td>
</tr>
<tr>
<td>School Psychology</td>
<td>Education Specialist</td>
<td>National Association of School Psychologists</td>
<td>1.2009</td>
</tr>
<tr>
<td>School Counseling</td>
<td>Master</td>
<td>National Association of School Psychologists</td>
<td>1.2009</td>
</tr>
<tr>
<td>Counselor Education – Clinical Mental Health Counseling</td>
<td>Master</td>
<td>Council for Accreditation of Counseling and Related Educational Programs</td>
<td>7.2009</td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>Bachelor</td>
<td>ABET, Inc.</td>
<td>8.2011</td>
</tr>
<tr>
<td>Computer Engineering</td>
<td>Bachelor</td>
<td>ABET, Inc.</td>
<td>8.2011</td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>Bachelor</td>
<td>ABET, Inc.</td>
<td>8.2011</td>
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<tr>
<td>Mechanical Engineering</td>
<td>Bachelor</td>
<td>ABET, Inc.</td>
<td>8.2011</td>
</tr>
<tr>
<td>Health Care Administration and Policy</td>
<td>Bachelor</td>
<td>Association of University Programs in Health Administration</td>
<td>11.2011</td>
</tr>
<tr>
<td>Health Physics</td>
<td>Master</td>
<td>ABET, Inc.</td>
<td>8.2009</td>
</tr>
<tr>
<td>Hospitality Management - minor in Professional Golf Management</td>
<td>Bachelor</td>
<td>Professional Golfers’ Association of America</td>
<td>8.2008</td>
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</table>
University of Nevada, Las Vegas  
Year Three Report

<table>
<thead>
<tr>
<th>Design</th>
<th>Level</th>
<th>Accreditation Body</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Landscape Architecture</td>
<td>Bachelor</td>
<td>Landscape Architectural Accreditation Board</td>
<td>3.2012</td>
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<tr>
<td>Law</td>
<td>Doctorate</td>
<td>American Bar Association</td>
<td>11.2006</td>
</tr>
<tr>
<td>Marriage and Family Therapy</td>
<td>Master</td>
<td>American Association for Marriage &amp; Family Therapy</td>
<td>11.2012</td>
</tr>
<tr>
<td>Music</td>
<td>Bachelor, Master, Doctorate</td>
<td>National Association of Schools of Music</td>
<td>12.2006</td>
</tr>
<tr>
<td>Nuclear Medicine</td>
<td>Bachelor</td>
<td>Joint Review Committee on Educational Programs in Nuclear Medicine Technology</td>
<td>4.2012</td>
</tr>
<tr>
<td>Nursing</td>
<td>Bachelor, Master, Doctorate</td>
<td>Commission on Collegiate Nursing Education</td>
<td>5.2009; 11.2012</td>
</tr>
<tr>
<td>Clinical Psychology</td>
<td>Doctorate</td>
<td>American Psychological Association</td>
<td>5.2009</td>
</tr>
<tr>
<td>Public Administration</td>
<td>Master</td>
<td>National Association of Schools of Public Affairs and Administration</td>
<td>7.2011</td>
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<tr>
<td>Radiography</td>
<td>Certificate</td>
<td>Joint Review Committee on Education in Radiologic Technology</td>
<td>4.2008</td>
</tr>
<tr>
<td>Theatre</td>
<td>Bachelor</td>
<td>National Association of Schools of Theatre</td>
<td>4.2012</td>
</tr>
</tbody>
</table>

Revised February 2011

**Full-Time Equivalent (FTE) Enrollment** (Formula used to compute FTE: Calculation methodology based on headcount required by NWCCU for annual reports beginning fall 2010, i.e. the full-time equivalent (headcount) of the institution’s part-time enrollment is estimated by multiplying the factors noted below times the part-time headcount. These are then added to the full-time enrollment headcounts to obtain an FTE for all students enrolled in the fall.

- Part-time undergraduate enrollment, Public 4-year (.403543)
- Part-time first professional enrollment, Public 4-year (.600000)
- Part-time graduate enrollment, Public 4-year (.361702)

Official Fall preliminary census files (most recent year) FTE Student Enrollments

<table>
<thead>
<tr>
<th>Classification</th>
<th>Current Year Dates: Fall 2012</th>
<th>One Year Prior Dates: Fall 2011</th>
<th>Two Years Prior Dates: Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>18,527.0</td>
<td>18,498.4</td>
<td>18,950.3</td>
</tr>
<tr>
<td>Graduate</td>
<td>2,576.3</td>
<td>2,706.0</td>
<td>3,101.4</td>
</tr>
<tr>
<td>Professional</td>
<td>714.0</td>
<td>735.6</td>
<td>744.8</td>
</tr>
<tr>
<td>Total all levels</td>
<td>21,817.3</td>
<td>21,490.0</td>
<td>22,705.5</td>
</tr>
</tbody>
</table>

Full-Time Unduplicated Headcount Enrollment. (Count students enrolled in credit courses only.)

Note: Includes full-time headcount enrollment only, as indicated. Part-time headcount is not included.

Official Fall preliminary census files (most recent year) Student Headcount Enrollments

<table>
<thead>
<tr>
<th>Classification</th>
<th>Current Year Dates: Fall 2012</th>
<th>One Year Prior Dates: Fall 2011</th>
<th>Two Years Prior Dates: Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>15,885</td>
<td>16,036</td>
<td>16,523</td>
</tr>
<tr>
<td>Graduate</td>
<td>1,654</td>
<td>1,720</td>
<td>1,951</td>
</tr>
<tr>
<td>Professional</td>
<td>636</td>
<td>648</td>
<td>656</td>
</tr>
</tbody>
</table>

5
### Unclassified

| Total all levels | 18,175 | 18,404 | 19,130 |

**Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned**. Include only professional personnel who are primarily assigned to instruction or research.

**Total Number**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Full Time</th>
<th>Part Time</th>
<th>Less than Associate</th>
<th>Associate</th>
<th>Bachelor</th>
<th>Masters</th>
<th>Specialist</th>
<th>Doctorate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>264</td>
<td>0</td>
<td>Not tracked</td>
<td>3</td>
<td>23</td>
<td>Not tracked</td>
<td>237</td>
<td></td>
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<tr>
<td>Associate Professor</td>
<td>245</td>
<td>0</td>
<td>Not tracked</td>
<td>3</td>
<td>32</td>
<td>Not tracked</td>
<td>209</td>
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</tr>
<tr>
<td>Assistant Professor</td>
<td>126</td>
<td>0</td>
<td>Not tracked</td>
<td>3</td>
<td>16</td>
<td>Not tracked</td>
<td>105</td>
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<tr>
<td>Instructor &amp; Lecturer</td>
<td>34</td>
<td>0</td>
<td>Not tracked</td>
<td>4</td>
<td>23</td>
<td>Not tracked</td>
<td>4</td>
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<tr>
<td>Teaching Assistant</td>
<td>537¹</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Research Assistant</td>
<td>345²</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visiting – All Job Classes</td>
<td>63³</td>
<td>0</td>
<td>Not tracked</td>
<td>2</td>
<td>21</td>
<td>Not tracked</td>
<td>26</td>
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</tr>
<tr>
<td>Other – Full Time</td>
<td>135⁴</td>
<td>0</td>
<td>Not tracked</td>
<td>5</td>
<td>16</td>
<td>Not tracked</td>
<td>101</td>
<td></td>
</tr>
<tr>
<td>Other – Part Time</td>
<td>0</td>
<td>533⁵</td>
<td>Not tracked</td>
<td>51</td>
<td>80</td>
<td>Not tracked</td>
<td>60</td>
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</tbody>
</table>

**Undesignated Rank**

1. Includes only Graduate Teaching Assistants
2. Includes only Graduate Research Assistants
3. Visiting Job Descriptions include: Visiting Prof, Visiting Assoc Prof, Visiting Assist Prof and Visiting Lecturer
4. Examples: Executive Director, Directors, Prog/Proj Directors, Assoc Dean, Assistant Deans, Research Professors, Prof In Residence, Affiliate Professors, Associate Research Professors, Affiliate Assoc Prof, Assoc Prof In Residence, Affiliate Asst Prof, Asst Research Prof, Asst Prof In Residence
5. Examples of Job Descriptions: PT-Instr, Acad Cred Prov Cntr, PT-Inst, Acad Cred Dept Fund

**Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff**. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Mean Salary</th>
<th>Mean Years of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>$124,295</td>
<td>18</td>
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<tr>
<td>Associate Professor</td>
<td>$87,577</td>
<td>12</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>$74,428</td>
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<tr>
<td>Instructor¹</td>
<td>$76,668</td>
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<tr>
<td>Visiting – Job Classes²</td>
<td>$90,279</td>
<td>4</td>
</tr>
<tr>
<td>Other – Job Classes³</td>
<td>$111,243</td>
<td>9</td>
</tr>
<tr>
<td>Lecturer and Teaching Assistant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Staff and Research Assistant</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Undesignated Rank**

1. Includes Instructors and Lecturers
2. Visiting Job Descriptions include: Visiting Prof, Visiting Assoc Prof, Visiting Assist Prof and Visiting Lecturer
3. Other Job Descriptions: Executive Director, Director, Prog/Proj Directors, Assoc Dean, Assistant Dean, Research Prof, Prof in Residence, Affiliate Professors, Assoc Research Prof, Affiliate Assoc Prof, Assoc Prof in Residence, Affiliate Asst Prof, Asst Research Prof, Asst Prof in Residence
**Financial Information.** Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution’s audit materials should be an excellent reference for completing the report.

Fiscal year of the institution: July - June

Reporting of income: Accrual Basis

Reporting of expenses: Accrual Basis

**Balance Sheet Data**

Note: the format requested in these worksheets is a ‘fund basis’ financial statement which is not consistent with UNLV audited financial reporting format and so we have mapped our audited data to the format in the form as closely as possible. This is consistent with how it handled for the last accreditation survey. Also, a clarification that although the source is unaudited statements, this is only because a ‘stand-alone’ UNLV audited financial statement is not issued. Nonetheless, the figures and format are consisted with the data included in the NSHE-wide audited financial statement.

<table>
<thead>
<tr>
<th>ASSETS</th>
<th>Last Completed FY Dates: 11-12</th>
<th>One Year Prior to Last Completed FY Dates: 10-11</th>
<th>Two Years Prior to Last Completed FY Dates: 09-10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CURRENT FUNDS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unrestricted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash</td>
<td>63,259,000</td>
<td>68,265,000</td>
<td>62,832,000</td>
</tr>
<tr>
<td>Investments</td>
<td>236,233,000</td>
<td>194,537,000</td>
<td>158,836,000</td>
</tr>
<tr>
<td>Accounts receivable gross</td>
<td>22,879,000</td>
<td>22,057,000</td>
<td>25,025,000</td>
</tr>
<tr>
<td>Less allowance for bad debts</td>
<td>-8,560,000</td>
<td>-8,068,000</td>
<td>-5,612,000</td>
</tr>
<tr>
<td>Inventories</td>
<td>2,126,000</td>
<td>1,973,000</td>
<td>1,960,000</td>
</tr>
<tr>
<td>Prepaid expenses and deferred charges</td>
<td>9,631,000</td>
<td>7,615,000</td>
<td>5,659,000</td>
</tr>
<tr>
<td>Other (identify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Due from</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Unrestricted</td>
<td>325,568,000</td>
<td>286,379,000</td>
<td>248,700,000</td>
</tr>
<tr>
<td>Restricted</td>
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<td></td>
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</tr>
<tr>
<td>Cash</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (identify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Due from</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Restricted</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL CURRENT FUNDS</strong></td>
<td>325,568,000</td>
<td>286,379,000</td>
<td>248,700,000</td>
</tr>
</tbody>
</table>

**ENDOWMENT AND SIMILAR FUNDS**

| | | | |
| Cash | | | |
| Investments | 47,188,000 | 49,809,000 | 43,730,000 |
| Other (identify) | | | |
| Due from | | | |
| **TOTAL ENDOWMENT AND SIMILAR FUNDS** | 47,188,000 | 49,809,000 | 43,730,000 |

**PLANT FUND**

| | | | |
| Unexpended | | | |
| Cash | 11,945,000 | 10,923,000 | 14,562,000 |
| Investments | | | |
| Other (identify) Receivable from State of Nevada | 3,444,000 | 2,511,000 | 3,149,000 |
| **Total unexpended** | 15,389,000 | 13,434,000 | 17,711,000 |
### Investment in Plant

<table>
<thead>
<tr>
<th></th>
<th>Last FY</th>
<th>Current FY</th>
<th>Prior FY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land</td>
<td>30,984,000</td>
<td>30,984,000</td>
<td>30,181,000</td>
</tr>
<tr>
<td>Land improvements</td>
<td>6,887,000</td>
<td>7,985,000</td>
<td>8,159,000</td>
</tr>
<tr>
<td>Buildings</td>
<td>695,577,000</td>
<td>699,476,000</td>
<td>719,738,000</td>
</tr>
<tr>
<td>Equipment</td>
<td>32,333,000</td>
<td>31,925,000</td>
<td>36,169,000</td>
</tr>
<tr>
<td>Library resources</td>
<td>4,399,000</td>
<td>5,704,000</td>
<td>6,655,000</td>
</tr>
<tr>
<td>Other (identify)</td>
<td>22,184,000</td>
<td>20,987,000</td>
<td>18,464,000</td>
</tr>
<tr>
<td><strong>Total investments in plant</strong></td>
<td>792,364,000</td>
<td>797,061,000</td>
<td>819,366,000</td>
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</tbody>
</table>

Due from

<table>
<thead>
<tr>
<th></th>
<th>Last FY</th>
<th>Current FY</th>
<th>Prior FY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other plant funds (identify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL PLANT FUNDS</strong></td>
<td>807,753,000</td>
<td>810,495,000</td>
<td>837,077,000</td>
</tr>
<tr>
<td><strong>OTHER ASSETS (IDENTIFY)</strong></td>
<td>3,255,000</td>
<td>3,831,000</td>
<td>3,349,000</td>
</tr>
<tr>
<td><strong>TOTAL OTHER ASSETS</strong></td>
<td>3,255,000</td>
<td>3,831,000</td>
<td>3,349,000</td>
</tr>
<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td>1,183,764,000</td>
<td>1,150,514,000</td>
<td>1,132,856,000</td>
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</table>

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### BALANCE SHEET DATA (continued)

<table>
<thead>
<tr>
<th>LIABILITIES</th>
<th>Last Completed FY Dates: 11-12</th>
<th>One Year Prior to Last Completed FY Dates: 10-11</th>
<th>Two Years Prior to Last Completed FY Dates: 09-10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CURRENT FUNDS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unrestricted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts payable</td>
<td>8,525,000</td>
<td>11,523,000</td>
<td>9,154,000</td>
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<tr>
<td>Accrued liabilities</td>
<td>41,583,000</td>
<td>30,741,000</td>
<td>29,999,000</td>
</tr>
<tr>
<td>Students’ deposits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deferred credits</td>
<td>15,750,000</td>
<td>14,372,000</td>
<td>13,117,000</td>
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<tr>
<td>Other liabilities (identify)</td>
<td>1,241,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Due to Fund balance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Unrestricted</strong></td>
<td>67,099,000</td>
<td>56,636,000</td>
<td>52,270,000</td>
</tr>
<tr>
<td>Restricted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts payable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (identify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Due to Fund balance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Restricted</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL CURRENT FUNDS</strong></td>
<td>67,099,000</td>
<td>56,636,000</td>
<td>52,270,000</td>
</tr>
<tr>
<td><strong>ENDOWMENT AND SIMILAR FUNDS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restricted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quasi-endowed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Due to Fund balance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL ENDOWMENT AND SIMILAR FUNDS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PLANT FUND</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unexpended</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Accounts payable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notes payable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bonds payable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other liabilities (identify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Due to Fund balance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Last Completed FY Dates: 11-12</td>
<td>One Year Prior to Last Completed FY Dates: 10-11</td>
<td>Two Years Prior to Last Completed FY Dates: 09-10</td>
</tr>
<tr>
<td>------------------------------</td>
<td>--------------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td><strong>REVENUES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition and fees</td>
<td>159,960,000</td>
<td>154,525,000</td>
<td>146,854,000</td>
</tr>
<tr>
<td>Federal appropriations</td>
<td></td>
<td></td>
<td>61,869,000</td>
</tr>
<tr>
<td>State appropriations</td>
<td>149,310,000</td>
<td>169,727,000</td>
<td>118,347,000</td>
</tr>
<tr>
<td>Local appropriations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants and contracts</td>
<td>87,948,000</td>
<td>94,441,000</td>
<td>95,845,000</td>
</tr>
<tr>
<td>Endowment income</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auxiliary enterprises</td>
<td>41,643,000</td>
<td>41,875,000</td>
<td>45,042,000</td>
</tr>
<tr>
<td>Other (identify)</td>
<td>71,123,000</td>
<td>85,091,000</td>
<td>82,329,000</td>
</tr>
<tr>
<td><strong>EXPENDITURE &amp; MANDATORY TRANSFERS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational and General</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td>161,130,000</td>
<td>173,438,000</td>
<td>180,135,000</td>
</tr>
<tr>
<td>Research</td>
<td>31,710,000</td>
<td>33,997,000</td>
<td>36,812,000</td>
</tr>
<tr>
<td>Public services</td>
<td>7,128,000</td>
<td>8,087,000</td>
<td>10,501,000</td>
</tr>
<tr>
<td>Academic support</td>
<td>56,499,000</td>
<td>52,988,000</td>
<td>51,087,000</td>
</tr>
<tr>
<td>Student services</td>
<td>49,348,000</td>
<td>49,141,000</td>
<td>50,271,000</td>
</tr>
<tr>
<td>Institutional support</td>
<td>24,732,000</td>
<td>25,616,000</td>
<td>29,011,000</td>
</tr>
<tr>
<td>Operation and maintenance of plant</td>
<td>42,746,000</td>
<td>43,526,000</td>
<td>41,932,000</td>
</tr>
<tr>
<td>Scholarships and fellowships</td>
<td>23,437,000</td>
<td>27,232,000</td>
<td>21,022,000</td>
</tr>
<tr>
<td>Other (identify) primarily depreciation expense $35.8 million for 11-12</td>
<td>36,031,000</td>
<td>37,553,000</td>
<td>40,092,000</td>
</tr>
<tr>
<td>Mandatory transfers for:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal and interest</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Renewal and replacements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loan fund matching grants</td>
<td>Other (identify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Educational and General**

<table>
<thead>
<tr>
<th></th>
<th>432,761,000</th>
<th>451,578,000</th>
<th>460,863,000</th>
</tr>
</thead>
</table>

**Auxiliary Enterprises**

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>34,000,000</th>
<th>33,736,000</th>
<th>38,617,000</th>
</tr>
</thead>
</table>

**Mandatory transfers for:**

- Principal and interest
- Renewals and replacements

**Total Auxiliary Enterprises**

<table>
<thead>
<tr>
<th></th>
<th>34,000,000</th>
<th>33,736,000</th>
<th>38,617,000</th>
</tr>
</thead>
</table>

**TOTAL EXPENDITURE & MANDATORY TRANSFERS**

<table>
<thead>
<tr>
<th></th>
<th>466,761,000</th>
<th>485,314,000</th>
<th>499,480,000</th>
</tr>
</thead>
</table>

**OTHER TRANSFERS AND ADDITIONS/DELETIONS**

(identify) this is loss on disposal of plant assets $.225M, Interest on capital asset-related debt of $9.593M and Net transfers to System Administration $2.441M

<table>
<thead>
<tr>
<th></th>
<th>12,259,000</th>
<th>35,677,000</th>
<th>28,974,000</th>
</tr>
</thead>
</table>

**EXCESS** [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]

<table>
<thead>
<tr>
<th></th>
<th>30,964,000</th>
<th>24,668,000</th>
<th>21,832,000</th>
</tr>
</thead>
</table>

**INSTITUTIONAL INDEBTEDNESS**

<table>
<thead>
<tr>
<th>TOTAL DEBT TO OUTSIDE PARTIES</th>
<th>Last Completed FY Dates: 11-12</th>
<th>One Year Prior to Last Completed FY Dates: 10-11</th>
<th>Two Years Prior to Last Completed FY Dates: 09-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Capital Outlay</td>
<td>220,636,000</td>
<td>228,864,000</td>
<td>241,621,000</td>
</tr>
<tr>
<td>For Operations</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Domestic Off-Campus Degree Programs and Academic Credit Sites:** Report information for off-campus sites within the United States where degree programs and academic coursework is offered. (Add additional pages if necessary.)

**Degree Programs** – list the names of degree programs that can be completed at the site.

**Academic Credit Courses** – report the total number of academic credit courses offered at the site.

**Student Headcount** – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

**Faculty Headcount** – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

**PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES WITHIN THE UNITED STATES**

<table>
<thead>
<tr>
<th>Location of Site Name</th>
<th>Degree Programs</th>
<th>Academic Credit Courses</th>
<th>Student Headcount</th>
<th>Faculty Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>City, State, ZIP</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Programs and Academic Courses Offered at Sites Outside the United States. Report information for sites outside the United States where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary.)

**Degree Programs** – list the names of degree programs that can be completed at the site.

**Academic Credit Courses** – report the total number of academic credit courses offered at the site.

**Student Headcount** – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

**Faculty Headcount** – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

**Programs and Academic Credit Courses Offered at Sites Outside the United States**

<table>
<thead>
<tr>
<th>Location of Site</th>
<th>Degree Programs</th>
<th>Academic Credit Courses</th>
<th>Student Headcount</th>
<th>Faculty Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia, Gold Coast</td>
<td>courses only</td>
<td>varies*</td>
<td>0</td>
<td>varies*</td>
</tr>
<tr>
<td>Australia, Melbourne</td>
<td>courses only</td>
<td>varies*</td>
<td>1</td>
<td>varies*</td>
</tr>
<tr>
<td>Chile, Santiago</td>
<td>courses only</td>
<td>33</td>
<td>7</td>
<td>varies**</td>
</tr>
<tr>
<td>China, Chengdu</td>
<td>courses only</td>
<td>27</td>
<td>10</td>
<td>varies**</td>
</tr>
<tr>
<td>China, Shanghai</td>
<td>courses only</td>
<td>17</td>
<td>2</td>
<td>varies**</td>
</tr>
<tr>
<td>Costa Rica, Heredia</td>
<td>courses only</td>
<td>34</td>
<td>9</td>
<td>varies**</td>
</tr>
<tr>
<td>Costa Rica, Puntarenas</td>
<td>courses only</td>
<td>37</td>
<td>3</td>
<td>varies**</td>
</tr>
<tr>
<td>Costa Rica, San Ramón</td>
<td>courses only</td>
<td>24</td>
<td>3</td>
<td>varies**</td>
</tr>
<tr>
<td>Czech Republic, Prague</td>
<td>courses only</td>
<td>21</td>
<td>5</td>
<td>varies**</td>
</tr>
<tr>
<td>Denmark, Copenhagen</td>
<td>courses only</td>
<td>varies*</td>
<td>0</td>
<td>varies*</td>
</tr>
<tr>
<td>England, Brighton</td>
<td>courses only</td>
<td>varies*</td>
<td>1</td>
<td>varies*</td>
</tr>
<tr>
<td>England, Bristol</td>
<td>courses only</td>
<td>varies*</td>
<td>0</td>
<td>varies*</td>
</tr>
<tr>
<td>England, London</td>
<td>courses only</td>
<td>varies*</td>
<td>3</td>
<td>varies*</td>
</tr>
<tr>
<td>England, Reading</td>
<td>courses only</td>
<td>varies*</td>
<td>0</td>
<td>varies*</td>
</tr>
<tr>
<td>England, Sheffield</td>
<td>courses only</td>
<td>varies*</td>
<td>1</td>
<td>varies*</td>
</tr>
<tr>
<td>France, Pau</td>
<td>courses only</td>
<td>19</td>
<td>7</td>
<td>varies**</td>
</tr>
<tr>
<td>Germany, Lüneburg</td>
<td>courses only</td>
<td>26</td>
<td>10</td>
<td>varies**</td>
</tr>
<tr>
<td>Ghana, Accra</td>
<td>courses only</td>
<td>varies*</td>
<td>0</td>
<td>varies*</td>
</tr>
<tr>
<td>India, Bangalore</td>
<td>courses only</td>
<td>15</td>
<td>1</td>
<td>varies**</td>
</tr>
<tr>
<td>Ireland, Cork</td>
<td>courses only</td>
<td>varies*</td>
<td>0</td>
<td>varies*</td>
</tr>
<tr>
<td>Ireland, Galway</td>
<td>courses only</td>
<td>1</td>
<td>4</td>
<td>varies*</td>
</tr>
<tr>
<td>Italy, Modena</td>
<td>courses only</td>
<td>1</td>
<td>1</td>
<td>0***</td>
</tr>
<tr>
<td>Italy, Torino</td>
<td>courses only</td>
<td>26</td>
<td>3</td>
<td>varies**</td>
</tr>
<tr>
<td>Italy, Viterbo</td>
<td>courses only</td>
<td>28</td>
<td>4</td>
<td>varies**</td>
</tr>
<tr>
<td>Japan, Hiroshima</td>
<td>courses only</td>
<td>varies*</td>
<td>0</td>
<td>varies*</td>
</tr>
<tr>
<td>Japan, Nagasaki</td>
<td>courses only</td>
<td>varies*</td>
<td>2</td>
<td>varies*</td>
</tr>
<tr>
<td>Japan, Osaka/Kobe</td>
<td>courses only</td>
<td>varies*</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td>Korea, Seoul</td>
<td>courses only</td>
<td>varies*</td>
<td>0</td>
<td>varies*</td>
</tr>
<tr>
<td>Netherlands, The Hague</td>
<td>courses only</td>
<td>varies*</td>
<td>1</td>
<td>varies*</td>
</tr>
<tr>
<td>New Zealand, Auckland/ Palmerston North</td>
<td>courses only</td>
<td>varies*</td>
<td>0</td>
<td>varies*</td>
</tr>
<tr>
<td>Norway, Oslo</td>
<td>courses only</td>
<td>varies*</td>
<td>0</td>
<td>varies*</td>
</tr>
<tr>
<td>Singapore, Singapore</td>
<td>Bachelor of Science in Hospitality Management</td>
<td>41</td>
<td>187</td>
<td>Full Time: 6 Part Time: 16 Instructors: 16</td>
</tr>
<tr>
<td>Scotland, Stirling</td>
<td>courses only</td>
<td>varies*</td>
<td>0</td>
<td>varies*</td>
</tr>
<tr>
<td>Scotland, St. Andrews</td>
<td>courses only</td>
<td>varies*</td>
<td>2</td>
<td>varies*</td>
</tr>
<tr>
<td>Spain, Alicante</td>
<td>courses only</td>
<td>30</td>
<td>8</td>
<td>varies**</td>
</tr>
<tr>
<td>Spain, Bilbao/Getxo</td>
<td>courses only</td>
<td>29</td>
<td>1</td>
<td>varies**</td>
</tr>
<tr>
<td>Spain, Madrid</td>
<td>courses only</td>
<td>29</td>
<td>4</td>
<td>varies**</td>
</tr>
<tr>
<td>Spain, San Sebastián</td>
<td>courses only</td>
<td>36</td>
<td>5</td>
<td>varies**</td>
</tr>
<tr>
<td>Sweden, Stockholm</td>
<td>courses only</td>
<td>1</td>
<td>1</td>
<td>0***</td>
</tr>
<tr>
<td>Sweden, Växjö / Kalmar</td>
<td>courses only</td>
<td>varies*</td>
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<td>varies*</td>
</tr>
<tr>
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<td>14</td>
<td>4</td>
<td>varies**</td>
</tr>
<tr>
<td>Turkey, Istanbul</td>
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<td>varies*</td>
<td>0</td>
<td>varies*</td>
</tr>
</tbody>
</table>
Vietnam, Hanoi

* Indicates direct enrollment program at a partner institution using their courses and faculty.

**Indicates consortium program using host country faculty.

***Thesis or dissertation research only

<table>
<thead>
<tr>
<th></th>
<th>courses only</th>
<th>1</th>
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<th>2</th>
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**Solar Decathlon**

The Solar Decathlon is an international competition initiated by the U.S. Department of Energy with the goal to educate the public about the energy-saving opportunities. Collegiate teams from across the U.S. and around the world design, build, and operate sustainable solar-powered houses. This competition serves as an avenue for academic institutions and their respective teams to showcase their house designs that promote sustainability and the environment. UNLV is among the 20 teams chosen to compete in the Solar Decathlon 2013, which will be held in Orange County Great Park in Irvine, California from October 3-13, 2013.
NWCCU New and Updated Policies

Policy on Public Notification of Information About Affiliated Institutions

In 2009 UNLV created a website dedicated to the institution’s regional accreditation by the NWCCU. The 2010 Comprehensive Self-Study Report for Reaffirmation of Accreditation and the hundreds of related appendices were the first documents placed on the site. The self-study report is still available as are:

- The Accreditation Process
- NWCCU Standards
- UNLV Self-Evaluation Reports (final and draft reports in progress)
- NWCCU Evaluation Reports
- NWCCU Reaffirmation of Accreditation Letters
- UNLV Responses to NWCCU Recommendations

The website described above is available to the campus community and the general public. No password is required to view any of the information.

UNLV publishes the NWCCU evaluation reports after the finalized copy is received and does not publish excerpts from the reports prior to them being finalized by the NWCCU.

Credit Hour Policy

UNLV updated its credit hour policy in January 2012 and has included it on websites and in the electronic catalogs.

Unit of Credit

The unit of credit, one semester hour, is generally defined as one 50-minute lecture per credit per week for a 15-week semester, corresponding to 12.5 hours per credit of lecture. Two or three laboratory hours per week, depending on the amount of outside preparation required, usually carries the same credit as one lecture semester hour. Please note that graduate courses that are cross-listed with undergraduate courses will require a graduate student to complete additional work to fulfill graduate-level course requirements as indicated on the course syllabus. This measure is established by 34 CFR §600.2, and specifically defined in 34 CFR §668.8 (l) (i) for semester hour institutions. The UNLV Registrar's office, as a participant in the University's curriculum process, ensures that all courses offered meet this requirement as established in 34 CFR §600.24.

1 http://provost.unlv.edu/nwccu/
Appeals Policy

UNLV acknowledges the updated NWCCU Appeals Policy and Procedure, understands how it may be applied, and agrees to comply with it.

Conflict of Interest Policy

UNLV acknowledges the updated NWCCU Conflict of Interest Policy. Recently trained peer evaluators (fall 2012) and previously trained peer evaluators have been notified of the updated policy and were provided with a copy of the policy in February 2013.
Preface

The Higher Education System in Nevada

UNLV is part of the Nevada System of Higher Education\(^2\). The Board of Regents (BOR) governs the Nevada System of Higher Education (NSHE) in a manner similar to a corporate board of directors. The board leadership is comprised of a chairman and vice chairman who are elected by the board’s membership. Thirteen board members are elected from districts defined by the Nevada Legislature to serve a six-year term. Terms are staggered to ensure continuity. Nevada law contains procedures for the appointment of regents to complete terms when a vacancy occurs. The regents set policies and approve budgets for Nevada’s entire public system of higher education. The regents are prohibited by state law from having any personal interest in contracts, profits, or expenditures by the institutions in the NSHE.

Working on behalf of the board is Chancellor Daniel Klaich, who serves as the NSHE’s chief executive officer, develops NSHE strategies, and implements board policies. The institutional presidents report to the chancellor. Chancellor Klaich began serving in this capacity in June 2009. The Chancellor’s contract was renewed in December 2011 for the period of July 1, 2012 through June 30, 2017. Klaich served as a regent and later, a vice-chancellor for a number of years prior to his appointment as Chancellor.

The board holds four regular meetings each year in addition to committee meetings and special meetings, which are called as needed. Meeting locations are rotated among the campuses throughout the state. All regular and committee meetings are open to the public, and agendas and minutes are posted on the NSHE’s web site. The NSHE web site also contains the board’s handbook, appendix 1, as well as the NSHE procedures manual, appendix 2.

The NSHE Code, which is Title 2, appendix 3, of the handbook, is the equivalent of a constitution for the system and establishes:

- The authority of the board of regents through the Nevada Revised Statutes (NRS)
- The NSHE organizational structure
- Academic freedom tenets
- Tenure and personnel policies
- A code of conduct for the academic community

In accordance with the code, each institution establishes bylaws that prescribe institution-specific policies and procedures, which add to, but may not conflict with, established policies and procedures of the board. UNLV’s bylaws are provided as appendix 4. The NSHE handbook and UNLV’s bylaws are updated as needed.

\(^2\) [http://system.nevada.edu/Nshe/index.cfm](http://system.nevada.edu/Nshe/index.cfm)
UNLV’s Fiscal Status

In response to Recommendation 2 from the 2010 Comprehensive Evaluation, UNLV submitted a Financial Resources Review (FRR) in May 2011 to NWCCU. It contained UNLV’s financial statement for the year ending June 30, 2010 which demonstrated continued stability, as net assets increased by $21.8 million on total revenues of $549.8 million and total expenses of $528.5 million.

The financial statements submitted in the FRR also showed UNLV’s operating expenses to be stable, increasing $5 million for increased scholarship and fellowship expenses as UNLV allocates a portion of fee increases to scholarship activity to maintain access as fees are raised. Unrestricted net assets at June 30, 2010 were $176.9 million, an increase of $23.2 million over June 30, 2009. As of June 30, 2012, unrestricted net assets were $234.6 million.

At the time the FRR report was submitted, May 2011 the state appropriation for UNLV for the next biennium had not yet been determined. When the final State of Nevada budget was approved by the legislature and NSHE received its allocation, UNLV received its budget. It was not cut as dramatically as the governor had proposed, but it was still less than previous funding. UNLV believes that it has now hit bottom in funding and cuts, as stated by President Smatresk in his State of the University speech in September 2011.

The recession the United States has experienced over the last few years has been particularly painful in Nevada. The state’s economy is based primarily on tourism, hospitality, gambling, construction, and mining. All but mining decreased substantially over the last four years. August 2011 marked the 56th straight month (over four and a half years) of Nevada having the highest foreclosure rate in the country.\(^3\) 2010 census data show that Nevadans experienced an 11.9% drop in real median household income, which put the state at the top of that list.\(^4\) “Only five other states saw income levels drop by 10 percent or more.”\(^5\) UNLV executed a large portion of its budget reductions across the board in administrative units in order to protect the academic programs. Cost savings measures included salary reduction and unpaid furlough time for classified and professional staff and increased workloads for faculty members. In addition, the employee paid portion of medical benefits increased substantially and coverage decreased.

The State of Nevada has allocated funding for higher education based on a formula originally established in the late 1960s, adjusted in the mid-1980s, and again in the 1990s. Each of the NSHE institutions raise money through student registration fees (in Nevada “tuition” means the increment that non-residents pay, so what residents pay is called “registration fees”), and the money goes into the state’s budget. In 2010, for every dollar raised by UNLV, it received $1.24 back. The University of Nevada Reno (UNR), Nevada’s other university, received $2.68 for every dollar it raised, although it has approximately 10,000 fewer students. Some of this discrepancy in funding can be traced to UNR’s funding for the physical campus and is justified by the fact that some of the buildings are older; UNR was established in 1874. However, many of UNLV’s buildings were built before the university experienced tremendous growth in its


student population from the mid-1990s through the first decade of the new century, which weakens that argument. In June 2011, Nevada Senate Bill 374 was signed into law, and the Committee to Study the Funding of Higher Education was created. The formula for funding NSHE was evaluated by the committee in August 2012 and recommendations for revisions to the formula were finalized. Appendix 5 is the chancellor’s memo to the Board of Regents regarding the recommendations for revisions and is included with this report because the final version by the committee has not yet been made available. The formula for funding NSHE will be one of the issues that the Nevada Legislature will address when it convenes in February 2013.

Nevada’s new governor took office in January 2011. Part of his election platform was no new taxes. The legislature convened in February 2011 and the battle began. One of the governor’s proposals was to take $120 million from county taxes to supplement the general fund from which the higher education budget is derived. When this was determined to be illegal by Nevada courts, the governor renewed a number of taxes which were to sunset in 2011, and the net effect for UNLV was a slightly smaller reduction in funding than originally anticipated. However, UNLV has seen $73 million in cuts from its state budget and lost 740 positions during the last four years as the tax base in Nevada diminished. Since 2008, UNLV has eliminated a number of academic departments, academic degree programs, and research centers in order to adjust to the changing economic conditions.

UNLV and the UNR have been two of the lowest priced universities in the western United States. Continuous budget reductions since fall 2008 have made it necessary to increase tuition and fees. Differential fees for high-cost programs was explored and approved by the Board of Regents, effective January 1, 2012, for Nursing courses at the 300 level and above, for courses in the Doctor of Physical Therapy program, the School of Architecture and the Masters of Social Work program. The MBA program in the Business College also implemented differential fees beginning in fall 2012. These measures have brought UNLV’s costs closer to the regional median in student fees.

In 2012, Nevada’s economy began to show signs of improvement, mainly in sales and hotel taxes. Although still leading the nation in unemployment, Nevada’s rate has started to decline. Recent predictions for the future of Nevada are cautiously optimistic.

In February 2013, the Nevada State Legislature will begin its regularly scheduled session. One of the topics it will address is the proposal for changing the formula by which it funds the NSHE institutions.
Academic Program Changes Since the 2010 Comprehensive Self-Study Report

Eliminations

Academic Programs/Departments

Department of Counselor Education effective 7.1.2011
Department of Curriculum and Instruction effective 7.1.2011
Department of Educational Leadership effective 7.1.2011
Department of Educational Psychology effective 7.1.2011
Department of Sports Education Leadership effective 7.1.2011
Department of Special Education and Early Childhood effective 7.1.2011
Department of Marriage and Family Therapy 7.1.2011
Department of Professional Studies in School of Dental Med effective 6.2011
Department of Women’s Studies effective 7.1.2011
Department of Recreation and Sport Management effective 7.1.2011
School of Informatics effective 7.1.2011
BSEd Workforce Education effective 12.2012
Ed.D Special Education effective 9.2012
MS Special Education effective 9.2012
Specialist in Special Education effective 6.2012
MS Physical Education effective 12.2012
BSEd Physical Education effective 12.2012
M.Ed Physical Education effective 6.2011
BSHA Hotel Admin, Hospitality Management effective 6.2022
BSHA Hotel Admin, Food Service Management effective 6.2022
BSHA Hotel Admin, Lodging & Resort Management effective 6.2022
BSHA Hotel Admin, Meetings & Events Management effective 6.2022
BS Culinary Arts Management effective 6.2022
BS Culinary Arts Management, Beverage Management effective 6.2022
BSGM Gaming Management effective 6.2022
BS Recreation effective 6.2015
MS Sport & Leisure Svc Management effective 6.2015
Women’s Study Graduate Certificate effective 5.2013
Senior Adult Theatre major effective 1.2012
BS Applied Physics effective 1.2012
BS Computational Physics effective 5.2012
BS Clinical Laboratory Sciences Program effective 7.1.2011
BS Informatics effective 7.1.2011
MS Informatics effective 7.1.2011
Ph.D. Informatics effective 7.1.2011
MA Ethics and Policy Studies 1.2012
Centers and Laboratories

Arthur C. Clark Center for Imagination & Opportunity effective 6.2010
Biotechnology Center effective 6.2010
Center for Economic Education effective 6.2010
Center for Education in Research & Planning effective 6.2010
Center for Excellence in Women’s Health effective 6.2010
Center for Health Sciences Research effective 6.2010
Center for Molecular Medicine & Radiation Biology effective 6.2010
Center for Outreach in School Leadership Development effective 6.2010
Center for Volcanic & Tectonic Studies effective 6.2010
Cognitive Interference Laboratory effective 9.2011
Center for Sports Education effective 9.2011
Center for Disability & Applied Biomechanics effective 9.2011
Center for Cyber Security Research effective 9.2011
Nevada Manufacturing Research Center effective 9.2011
Identify Theft & Financial Fraud Research Center effective 9.2011
Center for Advanced Study of Algorithms effective 9.2011
Institute for Security Studies effective 12.31.2011

Reorganizations/Changes

2010
Dept. of Special Ed to Dept. of Special Ed & Early Childhood
Health Education BS to Public Health BS effective 7.1.2010
Dept. of Health Promotion to Program in Health Promotion
Center for Evaluation & Assessment to Center for Research, Evaluation, & Assessment
Dept. of Rec & Sport Management joins the Department of Tourism & Conventions Admin
Center on Aging to Interdisciplinary Center for Aging Research & Education
Afro-American Studies BA moved to Interdisciplinary Studies in College of Liberal Arts effective 1.1.2011

2011
Higher Education, Workforce Education Ph.D. to School of Environmental & Public Affairs,
Workforce Develop & Organizational Leadership effective 6.2011
Center for Advanced Study of Algorithms & Center for Info & Communication Technology
to Center for Info Technology and Algorithms effective 7.1.2011
BS Hotel Admin, Beverage Management to BS major in Hospitality Management effective 9.2012
Reorganization of the William F. Harrah College of Hotel Admin effective 6.2011
Reorganization of College of Education effective 6.2011
Distance Education name change to Online Education
William F. Harrah College of Hotel Administration reorganization effective 7.1.2011
College of Education reorganization effective 7.1.2011
Gerontology Certificate Program moved from the College of Fine Arts to the College of Liberal Arts effective 7.1.2011
2012
Ph.D. Educational Leadership to Ph.D. Higher Education effective 1.2012
Ph.D. Sports Education Leadership to Ph.D. Kinesiology effective 1.2012
Lee Business School reorganization effective 3.2.2012
Department of Educational Research, Cognition, and Development name change to Department of Educational Psychology and Higher Education effective 7.1.2012
Department of Civil and Environmental Engineering name change to Department of Civil and Environmental Engineering and Construction effective 1.1.2012

College Renaming

The College of Business was renamed the Lee Business School, effective 10.21.2011, due to a generous gift from the Ted and Doris Lee family of Las Vegas.
Response to Year One Self-Evaluation Report
Recommendation Three

In February 2011, UNLV submitted an addendum to its Year One Self-Evaluation Report which was a response to Recommendation One from the April 2010 Comprehensive Evaluation Report. UNLV did not make it clear in its Year One Self-Evaluation Report that only one semester (fall 2010) was included in the efforts to improve academic assessment. The Year One Self-Evaluation report and the addendum on academic assessment regarding the recommendation from the April 2010 evaluation were submitted to the NWCCU in February 2011. The NWCCU reviewed the report and the response was included as Recommendation Three:

The addendum responding to Recommendation 1 of the Spring 2010 Comprehensive Evaluation Report did not demonstrate that the unevenness in outcomes assessment has been fully resolved. Therefore, the panel recommends that the University continue its work to resolve and document the consistent implementation and use of assessment (Standard 4.A.3).

UNLV has now had five semesters, fall 2010, spring and fall 2011 and 2012 to improve its academic assessment efforts and believes significant progress has been made in eliminating the unevenness across the campus. The supporting evidence is provided in the remainder of this section.

The response to Recommendation One from the April 2010 Comprehensive Evaluation Report indicated that the Executive Vice President and Provost (EVP & P) charged the deans with specific responsibility for implementation of assessment in their units. The EVP & P also indicated that this would become one of the areas in which deans will be assessed in their annual and triennial evaluations.

In response to the provost’s charge, all deans agreed to assume assessment oversight themselves or to do so in conjunction with their designee, an assistant or associate dean(s), or a college assessment coordinator. All deans agreed to hold department chairs/unit leaders accountable for the submission of timely and meaningful assessment plans and reports. Copies of assessment plans and reports were to go to the dean’s office as well as to UNLV’s Office of Academic Assessment. Several colleges or schools planned to use existing or newly created committees to review assessment plans and reports as they are submitted, including curriculum committees, academic affairs committees, unit accreditation committees, assessment committees, or strategic planning committees. Deans expect chairs to use relevant assessment data to support their program improvement and strategic plans.

Positive communication by campus leaders has been important in the full implementation of a campus wide academic assessment program. In describing their steps to ensure that gathered data lead to appropriate course and program renewal, several UNLV deans committed to communicate systematically with their faculty about the importance of meaningful assessment. Seven deans or associate deans gave panel presentations at the 5th annual UNLV Academic

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Assessment Symposium on November 18, 2010 to discuss the infrastructure necessary to support effective assessment within their units and to describe the ways they have used assessment data for program renewal.

At the conclusion of fall 2011, the Director of Academic Assessment, Dr. Bea Babbitt, retired. Dr. Daniel Bubb was hired effective January 1, 2012 as the new Director of Academic Assessment. UNLV’s assessment program was reviewed and new ideas, described below, were incorporated aimed at increasing faculty participation in academic assessment. These ideas were part of a broader vision for UNLV to be fully compliant with the NWCCU’s standards and improve academic assessment on campus for the benefits it would bring to the courses, programs, and degrees. The vision for the Office of Academic Assessment is to expand the conversation among faculty so they understand that they are the primary stakeholders in this program.

UNLV’s Academic Assessment Strategic Plan\(^7\) was updated in fall 2012 to provide a broader vision of academic assessment at UNLV and a detailed outline and explanation of the university’s enhanced system of academic assessment.

A detailed instrument to evaluate departmental annual academic assessment reports has replaced the prior instruments\(^8\). Previously, feedback had been provided by personally visiting departments to explain to them how they could improve their reports, an effective method that the Office of Academic Assessment continues to use, but there was no systematic documentation of the visits and results. Academic assessment report quality has improved each year and incorporating this new evaluation technique enables critical feedback to be provided to departments, and allows for a better system of departmental accountability. Faculty have cited their appreciation for receiving constructive feedback, being able to use evaluation recommendations to improve future academic assessment reports, and being able to store and easily access their report evaluations, which are housed on the Office of Academic Assessment website. However, a better and more complete evaluation system alone does not guarantee increased faculty participation in academic assessment.

To generate more faculty participation and interest in assessment, a series of lunch hour workshops were offered. Using a combination of presentation and discussion techniques, attendees were challenged to think about ways to assess student learning beyond using grades to measure student performance. They were encouraged to think about how they could more effectively incorporate clear learning objectives, appropriate instruments (other than just grades) to measure learning outcomes, and techniques to improve their teaching pedagogies to more effectively meet students’ needs. The first workshop series took place in February 2012, and was well-received. Those workshops were a great preparatory tool for the larger annual academic assessment workshop that took place in May 2012.

As part of UNLV’s annual May workshop, the university invites nationally and internationally acclaimed assessment experts to speak to faculty about ways to make academic assessment more meaningful and useful. In 2010, UNLV invited Ms. Linda Suskie, an internationally recognized

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\(^7\) http://provost.unlv.edu/Assessment/files/Academic_Assessment_Strategic_Plan_2012_2017.pdf  
consultant, speaker, author, and workshop facilitator to speak to faculty about the importance of doing academic assessment for accreditation purposes, and more importantly, to help improve student learning. In 2011, the university invited Dr. Gregory Light, an internationally known assessment expert who has published numerous scholarly papers and given multiple presentations on the theory of teaching and learning in higher education, to speak to faculty about ways to make assessment meaningful and practical through different teaching pedagogies.

In May 2012, the Office of Academic Assessment brought Dr. Marilee Bresciani, Professor of Administration, Rehabilitation, and Postsecondary Education at San Diego State University, and globally recognized assessment expert, to speak to faculty about ways to more effectively assess General Education at the course and program levels. Bresciani encouraged attendees to think more deeply about assessment in ways where it could clarify and enhance their general education and non-general education course and program objectives. On the second day, a workshop was conducted on the different phases of assessment, and faculty were challenged to reflect more deeply on assessment, specifically within the context of ensuring students are learning, and showing them how they can use their learning outside of the classroom. Faculty found the exercise helpful in three ways:

- Understanding how to write effective learning outcomes
- Selecting the appropriate instruments to measure student learning
- Discovering ways to effectively “close the loop”

To achieve greater faculty attendance and participation in academic assessment training, a dean suggested workshops be conducted for all faculty. After discussing the idea with the Executive Vice President and Provost and the deans from the colleges and schools, the Office of Academic Assessment moved forward with the initiative. Eighteen academic assessment training sessions were scheduled, beginning in August 2012 and continuing through February 2013. Upon completion of the workshop, faculty receive a certificate of completion signed by UNLV’s president. By conducting these workshops, UNLV has reached 500 of the 702 teaching faculty members who may not have previously actively engaged in academic assessment and has also demonstrated its deep commitment to performing meaningful assessment. When this initiative was communicated to the NWCCU, Dr. William Beardsley wrote a letter endorsing the training, as shown below.
The Office of Academic Assessment also works closely with other entities doing assessment-related work, including General Education. UNLV has recently adopted several reforms in General Education and they include requiring faculty who teach General Education courses to submit assessment reports once each year to the General Education Committee of Assessment comprised of Faculty Senate members and other faculty for evaluation. Using a system of assessment nearly identical to the university’s system of evaluating department academic assessment reports, the General Education Committee of Assessment will be able to provide constructive feedback to faculty, and provide the university with another method of accountability. Additionally, the assessment reports and evaluations will be stored in a separate electronic file in the Office of Academic Assessment9 in order to have one central location for all assessment-related materials.

The Office of Academic Assessment has produced and posted on its website a handbook10 that includes the history of assessment at UNLV, terminology, sample assessment report and

9 http://provost.unlv.edu/Assessment/annualreports_general.html
10 http://provost.unlv.edu/Assessment/
evaluation documents, and a complete bibliography of assessment materials. The handbook is an aid to guide faculty through assessment and provide additional resources.

In the fall 2012, mini-grants from $500 to $1,000 were offered to faculty participating in assessment projects. After completing an application form describing the project’s details and the faculty member’s monetary need (much like a grant proposal), the Academic Assessment Committee (an advisory group to the Office of Academic Assessment) evaluated each application and determined which merited funding. Six applications were received and five were funded for a total of $3,200.

In an effort keep faculty informed of what is happening in assessment at UNLV and to highlight faculty progress, a newsletter showcasing assessment-related events, accomplishments, accreditation progress, and other pertinent assessment-related information was published twice in 2012. Faculty are encouraged to submit information that highlights faculty success in academic assessment.

Additional academic assessment initiatives the university has implemented include the formation of a committee to evaluate graduate assessment at UNLV. The committee is comprised of more than a dozen dedicated faculty who currently are exploring ideas and models on ways to improve graduate assessment. The Office of the Vice Provost of Academic Affairs has convened an academic assessment advisory committee to intellectually discuss ways UNLV can make its academic assessment program more consistent with regional and national trends. The group meets once a month to discuss current issues and topics in academic assessment.

Since the NWCCU’s 2010 recommendation, UNLV has had five semesters to implement aggressive steps to improve the academic assessment process and progress. While a change in culture takes more than five semesters, the campus has taken substantial steps to move in that direction. The Office of Academic Assessment expects
to see improvement every year in the annual academic assessment reports submitted for each degree. With implementation of past and present initiatives, UNLV is working to consistently implement academic assessment throughout the campus. Equally important, UNLV is establishing a culture of faculty-driven academic assessment with mechanisms and systems in place to provide faculty with the tools they need to accurately measure what their students are learning, identify areas needing improvement, and make necessary changes to better meet their students’ constantly changing needs. This system already has yielded results showing increased faculty involvement and improved assessment quality. The Office of Academic Assessment has followed up with faculty to find out what specific changes they are making based on assessment results. Examples include the following.

After examining student learning outcomes results on papers and senior theses, faculty in the BA in English program found that while students did well with grammar and citation, they showed weakness in critical thinking and paper organization and structure. In response, faculty are spending more time directly working with students on their critical thinking and writing organization and paper structure skills. Additionally, the department has established a new minor in Creative and Professional Writing to further help students with their writing abilities. Results currently indicate that students are improving in their critical thinking skills, and producing better and more organized papers.

Upon reviewing student learning outcomes results, faculty in the BA in Sociology program found that students demonstrated inadequacies in their knowledge of major theories and paradigms. The department also found that students lacked hands-on experience to help them better understand theories and paradigms. In response, the department chair instructed faculty to include more information on major theories and paradigms in their classes. The department also revised the exam it give to students by adding more questions that are specifically directed at the major theories and paradigms. The department designed and implemented hands-on sociological experience courses. Preliminary results indicate improved student knowledge of major theories and paradigms as a result of the revised exam, and especially the hands-on experience classes.

In 2010, faculty from the M.A. and Ph.D. program in Clinical Psychology made changes to their curriculum to better meet students’ needs. Among the changes were improved methods of training and evaluating student performance in clinical practica, an overhauled comprehensive exam, and a revised alumni survey. As a result of these changes, students significantly improved their performance. 35 out of 38 students performed at or above expectations on their clinical practica, eight out of eight students passed their comprehensive examinations, and results from the alumni survey indicated all program graduates are employed full-time in private practice (24%), state agency (22%), academic (19%), hospital (19%), student counseling (11%), and other (5%).

The Office of Academic Assessment will continue to follow up with faculty to learn how they are closing the loop with assessment results.
Chapter 1 – Standard 1: Mission, Core Themes, and Expectations
Prepared for the Northwest Commission on Colleges and Universities February 2011

Updated February 2013

Eligibility Requirements 2 and 3

2. AUTHORITY
The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

The Constitution of the State of Nevada authorizes the state legislature to establish institutions of higher education to be controlled by a board of regents. The Nevada Revised Statutes further define higher education and state that the institutions are to be administered by the Nevada System of Higher Education (NSHE). The University of Nevada, Las Vegas (UNLV) is one of eight institutions of the NSHE, which consists of two doctoral-granting universities, a state college, four comprehensive community colleges, and an environmental research institute. The Board of Regents (BOR) governs the NSHE in a manner similar to a corporate board of directors. The board leadership is comprised of a chairman and vice chairman who are elected by the board’s membership. Thirteen board members are elected from districts defined by the Nevada Legislature to serve a six-year term. The regents set policies and approve budgets for Nevada’s entire public system of higher education.

3. MISSION AND CORE THEMES
The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.

The mission statement of UNLV was most recently reviewed at the April 2009 NSHE Board of Regents meeting. The mission statement was developed as a component of the institutional strategic plan entitled, Focus: 50 to 100 – Celebrating 50 Years and Planning the Future, which was approved by the BOR in August 2008.

UNLV’s purpose is to provide a high-quality education to students and its programs lead to recognized degrees. Resources are allocated in support of the mission and core themes. Consistent with UNLV’s mission and core themes, the university is working with the community and the state to create the workforce of tomorrow.
2011 Year One Evaluation Recommendations One and Two

1. The evaluation panel recommends that the University articulate institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment (Standard 1.A.2).

2. The panel notes that some objectives and related indicators are strategic planning statements focused on resources and capacity rather than accomplishments related to the core themes. In addition, some indicators of achievement are vague so that evaluating whether they are meaningful, assessable or verifiable is challenging. Therefore, the panel recommends that the University establish objectives for each of its core themes and identify meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes (Standard 1.B.2).

UNLV has updated the Core Themes, the goals, and the indicators of achievement (or outcomes) to contain specific, quantified measures of improvement that indicate an acceptable level of mission fulfillment. That section begins immediately after 1.A.1 and 2. Specific, quantified goals have been included in the indicator of achievement (or outcomes) so that updates in achievement of the goals can be reviewed each year by the president, the cabinet, and the participants in the annual review of the strategic plan accomplishments. The data will include the point at which the university commenced when the core themes were formed and will track the data on an annual basis for institutional review.

1.A Mission

1.A.1. The institution has a widely-published mission statement – approved by its governing board – that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.

UNLV’s current mission statement was approved by the NSHE Board of Regents in August 2008. This new mission statement was the result of a year-long planning process that began in fall 2007, concluded in spring 2008 and involved students, faculty, and staff. The statement was developed as a component of the institutional strategic plan entitled, Focus: 50 to 100 – Celebrating 50 Years and Planning the Future, which was also approved by the Board of Regents at the August 2008 meeting. The mission statements of all NSHE institutions were most recently reviewed at the April 2009 Board of Regents meeting. The UNLV Mission Statement is below.

UNLV Mission Statement

The University of Nevada, Las Vegas is a research institution committed to rigorous educational programs and the highest standards of a liberal education. We produce accomplished graduates who are well prepared to enter the work force or to continue their education in graduate and professional programs. Our faculty, students, and staff enthusiastically confront the challenges of economic and cultural diversification, urban growth, social justice, and sustainability. Our commitment to our dynamic region and
State centrally influences our research and educational programs, which improves our local communities. Our commitment to the national and international communities ensures that our research and educational programs engage both traditional and innovative areas of study and global concerns. UNLV’s distinctive identity and values permeate a unique institution that brings the best of the world to our region and, in turn, produces knowledge to improve the region and world around us.

UNLV is committed to and driven by these shared values that will guide our decision making:

- High expectations for student learning and success;
- Discovery through research, scholarship, and creative activity;
- Nurturing equity, diversity, and inclusiveness that promotes respect, support, and empowerment;
- Social, environmental, and economic sustainability;
- Strong, reciprocal, and interdependent relationships between UNLV and the region around us;
- An entrepreneurial, innovative, and unconventional spirit.

UNLV’s mission statement was widely disseminated on the campus in 2007 and 2008 and is easily accessible from the home page in the About UNLV section.

1.A.2. The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

UNLV developed three core themes, derived from its mission statement. Each core theme has goals and indicators of achievement with the specific indicators of achievement expressed in percentages. The goals may appear low, however, the impact of the recent budget cuts have required UNLV to set realistic goals.

The specific indicators of achievement (or outcomes) articulate an acceptable extent of mission fulfillment for the timeframe mentioned with indicator of achievement. Achievement of the goals will be determined on an annual basis by the president and the cabinet and the institution expects to achieve the goals. It is anticipated that the 2013 state legislative session (beginning in February 2013 and ending in May 2013) will set some goals based on outputs (completion and graduation) for the institutions in the NSHE which will be tied to funding. Once those are finalized, UNLV will determine if it is appropriate to incorporate them into the core themes.

1.B Core Themes

1.B.1. The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.

1.B.2. The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

UNLV has identified three core themes that manifest essential elements of the mission statement and encompass the mission. These core themes are:
Promote Student Learning and Success

Advance Research, Scholarship, and Creative Activity

Foster a Diverse Campus Population and Engagement with the Community

Each core theme is presented individually below, along with its indicators of achievement (or outcomes), and the rationale for why they are meaningful, assessable, and verifiable.

**Core Theme 1: Promote Student Learning and Success**

<table>
<thead>
<tr>
<th>Objective 1: Recruit, retain, and graduate a diverse student body</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal</strong></td>
</tr>
<tr>
<td>Enroll better prepared students</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Recruit more qualified minority students</td>
</tr>
<tr>
<td>Improved retention, progression, and graduation numbers</td>
</tr>
</tbody>
</table>

**Objective 2: Provide a high quality teaching and learning experience**

| Improved student satisfaction with academics, quality of instruction, and academic support | Scores increase by .50% annually on alumni survey, targeted SSI questions, graduating seniors survey |
| Increased numbers of students involved in research, creative activities, and service learning | The number of undergraduate students involved in research, creative activities, and service learning increases by 2% annually |
| Provide additional faculty professional development opportunities | The number of faculty professional development opportunities expands by 1% annually for the next 5 years (2013-2017) |

**Objective 3: Advance graduate education to promote student learning and achievement**

| Improve academic success of graduate students | Cohort graduation rates and mean time to degree improve by .50% annually |
| Increased level of graduate support | The number and/or dollar amount of stipends, scholarships, fellowships available for graduate students grows by 1% annually |
| Additional multidisciplinary, integrative collaborations in graduate education | The number of graduate students involved in multidisciplinary collaborations grows by 1% annually for the next 5 years (2013-2017) |
Rationale as to why the indicators are assessable and meaningful measures of achievement

UNLV’s mission statement highlights student success in the first sentence and it is the foundation of the mission: “The University of Nevada, Las Vegas is a research institution committed to rigorous educational programs and the highest standards of a liberal education.” Thus, Promote Student Learning and Success emerged as the logical first core theme. Recruitment and enrollment of students with adequate academic preparation is an essential first step toward promoting a student body that is capable of completing a higher education degree. While the institution expects to see growth in knowledge and skill throughout students’ academic careers, certain prerequisite knowledge is necessary for success. UNLV is beginning several programs to bring qualified students to campus prior to their graduation from high school to encourage enrollment and attendance, particularly in the STEM disciplines. The institution is also seeking to recruit high achieving students from local high schools to participate in the Honors College by concentrating on high schools with high percentages of high achieving students, college fairs, and offering scholarships at the time of recruitment instead of once the student has enrolled. Efforts have begun to recruit more National Merit Scholar Finalists.

Enrollment of a diverse student body promotes educational growth and intellectual flexibility by allowing students to interact with and learn from peers with differing perspectives in an inclusive environment. Recruitment efforts geared toward increasing student diversity demonstrate the value that the institution places on a diverse student body through promotion of equal access to prospective students. UNLV has an alternate admissions\(^\text{11}\) procedure so that diverse students who may not meet the regular qualifications for admission have an opportunity to have their strengths and possibility for success viewed in a different manner. Strong Academic Success Center programs support students admitted under alternate admissions. UNLV attained Minority Serving Institution status in December 2012, which will enable increased efforts in this area.

Adequate levels of support from academic and student services are necessary to promote student persistence and graduation. Student success improves when students receive support specific to their needs throughout their academic career. In early 2013, Financial Aid and Scholarships hired nine new employees to offer better service to students. The number of applications for financial aid increased 48% in the 2011 academic year and 70% of UNLV’s students are receiving financial aid in the form of scholarships, grants, loans, and grant-in-aid.

Institutional performance relative to objective one is indicated by student retention and graduation rate data, which show UNLV’s rates are generally below the medians for its peer public institutions. There are some programs that meet or exceed the university’s graduation rate goal of 55%; however, the institution as a whole seeks to improve both student retention and graduation rates and one aspect of this is to increase the quality of the students.

Improved student satisfaction with academics, quality of instruction, and academic support are

\(^{11}\) The alternate admission policy allows for applicants to apply for special consideration using the following criteria: a combination of test scores and grade point average that indicate potential for success; special talents and/or abilities; improvement in the individual’s academic record or other evidence of potential for success; overcoming adversity or special hardship; and special circumstances. Prospective students, including student athletes, who do not meet the minimum admission requirements are required to submit a written personal statement, two letters of recommendation, and ACT or SAT scores to the Office of Admissions.
critical areas in order for UNLV to improve as an institution. Budget cuts in recent years eliminated academic programs and departments and had everyone doing more work because of unfilled or eliminated positions. Students have noticed the issues and have made it clear that the current situation is not acceptable. UNLV is working to address issues as quickly as possible.

Increased student involvement in research and other creative and co-curricular activities provides evidence of the quality of the teaching and learning experience because these activities provide unique, high-impact experiences that have been demonstrated to improve learning. Student involvement in such activities also provides information relevant to potential career options.

Core Theme 2: Advance Research, Scholarship, and Creative Activity

<table>
<thead>
<tr>
<th>Objective 1: Cultivate quantity and productivity of research, scholarship, and creative activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal</strong></td>
</tr>
<tr>
<td>Increase quantity of publications and creative activities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 2: Encourage student research and creative activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal</strong></td>
</tr>
<tr>
<td>More students producing research and creative activities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 3: Enhance use of space</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal</strong></td>
</tr>
<tr>
<td>Have appropriate quality and quantity of space to support increases in faculty and student research</td>
</tr>
</tbody>
</table>

The UNLV mission statement clearly identifies the university as a research institution and describes the institution’s commitment to research that will benefit the region, state, and local communities via the statement: “Our commitment to our dynamic region and State centrally influence our research and educational programs, which improve our local communities.” Thus, Advance and Support Research, Scholarship, and Creative Activity emerged as the second core theme.

The quality and quantity of publications, extramural funding, and creative activities are the primary forms of university scholarship that demonstrate faculty commitment to a research agenda. These academic achievements are considered the “gold standard” for demonstrating faculty success in this core theme. Tracking of these achievements has been less than ideal and the software recently instituted for this purpose has been found to have challenges. The institution is focusing on supporting the software appropriately and enabling faculty to use it more productively so that it will be possible to track achievements.

The quality and quantity of contracts, patents, and licenses also indicate research success in specific disciplines, including sciences and engineering. Research grant expenditure data (and faculty publication data) are the yardsticks by which research success is measured in certain disciplines. Competitive awards in particular are indications of research success, and funding from prestigious agencies, such as the National Institutes of Health (NIH) and the National
Science Foundation (NSF), are an indication of quality research. Successful patent and licensing outcomes indicate partnerships with private industry and signify an institution’s support of applied research and its pursuit of additional revenue streams to support research. To support this effort, an Office of Economic Development\(^\text{12}\) has been established under the Division of Research and Graduate Studies. The office will help campus researchers protect and commercialize their intellectual property by offering assistance with patent protection, licensing opportunities, and the creation of start-up businesses. It will also expand UNLV’s ties with local business by seeking partnerships connected to the university’s research strengths.

Quality and quantity of space and equipment is an essential component of institutional research support. Faculty must have adequate office space, and in certain disciplines they must also have adequate laboratory or studio facilities in order to be productive. Equipment needs vary depending upon the nature of the scholarship or creative activity, but many programs, particularly in the colleges of Sciences, Health Sciences, and Engineering, have costly instrumentation needs and equipment maintenance, including maintenance contracts. All of these can influence research productivity and must be supported in order for productive research to emerge. The university continues to improve its space tracking software and the Space Committee processes in order to achieve high level functioning.

Research productivity attracts business to the community; businesses are interested in both the intellectual property associated with research and the highly skilled workforce associated with research universities. Strong research also creates a knowledge base that can improve the quality of life and inform policy-making. In the next four years, UNLV plans to focus its efforts on team-driven research that addresses community, statewide, and regional issues. UNLV has made it a priority to allocate resources to establish research capabilities that will address social, economic, and environmental sustainability issues throughout the region.

**Core Theme 3: Foster a Diverse Campus Population and Engagement with the Community**

<table>
<thead>
<tr>
<th>Objective 1: Enhance diversity on campus</th>
<th>Indicator of achievement (or outcomes)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal</strong></td>
<td><strong>Achievement of minority serving institution designation by the federal government</strong></td>
</tr>
<tr>
<td>Become a minority serving institution by the end of 2014</td>
<td></td>
</tr>
<tr>
<td>Inclusion and learning through co-curricular activities</td>
<td><strong>Number of students participating in co-curricular activities increases by 1% biennially</strong></td>
</tr>
<tr>
<td>Increase minority students in STEM</td>
<td><strong>Increase participation of minority students in STEM each academic year by .50%</strong></td>
</tr>
</tbody>
</table>

\(^{12}\) [http://www.unlv.edu/econdev](http://www.unlv.edu/econdev)
Three of the values in UNLV’s mission statement provided clear direction for UNLV’s third core theme:

- Nurturing equity, diversity, and inclusiveness that promotes respect, support, and empowerment
- Social, environmental, and economic sustainability
- Strong, reciprocal, and interdependent relationships between UNLV and the region around us

These values are primarily driven by the need to improve the quality of life in Nevada and to meet the changing needs of its citizens. Nevada is a state with strong population growth, increasing racial and ethnic diversity, and a tax base that is inadequate to support the state’s growing needs for sustainable social services.

UNLV strives to engage the local community in a variety of activities, such as the Festival of Communities, an event that showcases the institution via cultural events, academic research, fine arts presentations, and community service. Special campus events, such as the Barrick Lecture Series’ January 2011 discussion "Post-Midterm America: Where do we go from here" with former Florida Governor Jeb Bush and political strategist James Carville, encourage community involvement in multiple ways. Public lectures, discussions, and performances on contemporary issues serve as indicators of campus and community engagement. These events facilitate the expansion of the intellectual community by offering opportunities for community members to join the dialogue on a wide variety of subjects.

UNLV is focusing its efforts on team-driven research that addresses community, state, and regional issues such as water resources, public health, urban growth, social well-being, transportation, and renewable energy. The university is committed to supporting innovative research that translates into economic development for the state of Nevada. Employer/industry partnerships[^13] are a key indicator of UNLV’s responsiveness to local needs. Partnerships develop

[^13]: This website lists a variety of business resources available on campus: [http://www.unlv.edu/businessleaders](http://www.unlv.edu/businessleaders)
solutions to local problems and bring together resources to accomplish goals that could not be reached independently.

Education and research are needed to support the planning and operation of systems that will provide training and care for the region’s population and also provide a healthy living environment through sustainable business and government practices. UNLV endeavors to be engaged with business and government to participate fully in the ongoing transformation of Nevada.

Nevada Nursing Students
Ace NCLEX-RN Test

The Nevada State Board of Nursing has learned that Nevada ranked second nationally in 2012, behind only Oregon, in its first-time student pass rates on the NCLEX-RN test.

The NCLEX-RN test validates a nursing graduate’s competencies as a nurse and helps nursing boards make licensing decisions.
Eligibility Requirements 4 through 21 Executive Summary

UNLV is an established state educational institution in Las Vegas, Nevada. It is a part of the Nevada System of Higher Education (NSHE) and received its original accreditation from the Northwest Association of Secondary and Higher Schools in 1964. UNLV has continuously maintained its accreditation since that date. The institution’s last comprehensive evaluation was completed in April 2010, after which its accreditation was reaffirmed. Accreditation was reaffirmed most recently in August of 2011 after the review of the Year One Report which was expanded to address Recommendation 1 of the April 2010 Comprehensive Evaluation Report.

The university meets Eligibility Requirements 4 through 21 through appropriate NSHE and institutional governance, employing a sufficient number of qualified administrators, and having sound financial resources and management of those resources. UNLV has well-established and documented policies and procedures, and treats its students, faculty, and staff fairly, ethically, and appropriately. UNLV’s educational degree programs have a substantial and coherent component of general education, appropriate depth and breath, include appropriate content and rigor, and are consistent with the university’s mission and core themes. The programs lead to achievement of identified student learning outcomes and to collegiate-level degrees.

UNLV regularly communicates with the NWCCU on developments, initiatives, and Board of Regents actions that affect programs and degrees. UNLV openly discloses information that the Commission may need to carry out evaluation and accreditation functions. In an effort to keep the campus community and other interested stakeholders apprised of its current status, the institution maintains an accreditation website on which it posts self-study reports, the Commission’s evaluation reports, recommendation(s) from the Commission, and reports responding to the recommendation(s), http://provost.unlv.edu/nwccu/.

UNLV accepts the standards and related policies of the NWCCU and agrees to comply with the standards and policies as currently stated or as modified by the Commission. UNLV understands that the Commission may make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or member of the public requesting it.

Eligibility Requirements 4 through 21 can be found in their entirety in appendix 6.
2.A – Governance

2.A.1 The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

UNLV Leadership

UNLV’s administration is headed by the president who is responsible for the functioning of the university as prescribed in the NSHE handbook. The president creates the administrative structure that best fits the mission of the institution. The president reports to the chancellor and through the chancellor to the board.

The president has a cabinet that meets weekly. Its mission is to provide advice and counsel to the president on matters regarding policies, procedures, and strategic planning. The president's cabinet is composed of these positions:

- Executive Vice President and Provost
- Vice President for Advancement
- Vice President for Diversity Initiatives and Government Affairs
- Senior Vice President for Finance and Business
- Vice President for Research and Dean of the Graduate College
- Vice President for Student Affairs
- General Counsel
- Director of Intercollegiate Athletics
- Senior Advisor (a faculty member)

Rebel Reading Challenge

7,000 fourth- and fifth-graders attended the kickoff of the 2012 Rebel Reading Challenge in which the classes of 37 Las Vegas elementary schools compete against each other to see whose students can read the most pages in one month.

The winning fourth- and fifth-grade classes will return to UNLV to see a basketball game and the students receive backpacks full of goodies and the teachers get gift cards.

2012 was the fourth year local business SuperPawn co-sponsored the event with UNLV.

Runnin’ Rebel Justin Hawkins reads at the 2011 event on the basketball floor at the Thomas & Mack Center.
Chief of Staff

The Executive Vice President and Provost (EVP & P) and the vice presidents listed above are responsible for assisting the president in administering the university. The EVP & P is the chief academic and budget officer for the campus and is responsible for overseeing and aligning academic and budgetary policy and priorities, ensuring the quality of the faculty and student body, expanding the research enterprise, and assisting in progress toward meeting the BOR goal of increasing institutional quality through measureable improvements in academic programs and accreditation. The position reports to the president and serves interchangeably with him in the capacity of chief academic officer and chief administrative officer. The deans of the academic units report to the EVP & P. Organizational charts showing the structure are included as appendix 2.A.1.1 and 2.

Reporting directly to the President, the Senior Vice President for Finance and Business (SVPFB) is an executive position responsible for supporting the university’s teaching, research, and public service mission by providing quality financial, business, and administrative services to the university community and ensuring transparency in planning and budgeting.

The Vice President for Advancement (VPA) reports to the president and is the senior executive in charge of all external relations for UNLV. The VPA provides overall leadership for development, alumni and external relations, marketing and public relations, strategic communications, public affairs, Reprographics (the on-campus publishing unit), and the UNLV Foundation which is the fund raising unit of UNLV.

Established in 2007, the Office of the Vice President for Diversity and Inclusion underwent a name change in September 2011 to the Office of Diversity Initiatives and Government Affairs. The interim Vice President of Diversity Initiatives and Government Affairs reports to the president and serves as the chief advisor and representative in diversity matters. As a member of the president’s cabinet, the vice president is charged with promoting and advancing excellence through equity, diversity, and inclusion at the university. The Government Affairs responsibilities include working with local and state representatives to regain as much of the lost state funding as possible and attempt to move forward the case for a new state funding formula for higher education.

General Counsel reports administratively to the Chief Counsel of the Nevada System of Higher Education. The general counsel position is housed on the UNLV campus, serves as the principal legal counsel to UNLV, and is a member of the cabinet. Primary responsibilities include:

- Plan, organize, and guide the university’s legal activities
- Provide advice and counsel to senior academic and administrative officers concerning the legal rights and obligations of the university
- Serve as liaison to the Office of Chief Counsel
- Litigate on behalf of the university in consultation with the Office of Chief Counsel
The Vice President for Research and Dean of the Graduate College is responsible for serving students, faculty and staff’s involvement in research; strategically managing growth in new and existing graduate programs; and improving the overall infrastructure and quality of graduate education. This vice president is also expected to increase and diversify research and creative works, extramural funding, public-private partnerships, and technology transfer through strong working relationships within the university community, the NSHE, local and national businesses and industries, state and federal agencies, regional research centers, and national laboratories.

The Vice President for Student Affairs provides vision, leadership, and strategic direction to the Division of Student Affairs in supporting the academic mission of the university. The vice president oversees the departments, services, facilities, and programs to provide support for undergraduate, graduate and professional students. As delegated by the president, this vice president also serves as the university’s Equal Employment Opportunity/Affirmative Action officer. In this capacity, the vice president is responsible for insuring that the institution complies with the terms of the Equal Opportunity and Affirmative Action policies set forth by the NSHE as well as all applicable Federal and State statutes, laws, orders, and regulations. Additionally, the vice president investigates complaints of persons who allege acts of discrimination.

The Director of Intercollegiate Athletics (AD) is responsible for a comprehensive athletic program that includes expenditures in excess of $25 million, 150 employees, and 17 men’s and women’s National Collegiate Athletic Association (NCAA) Division I programs currently competing in the Mountain West Conference (MWC). This position ensures that student athletes and athletic staff comply with all rules, regulations, policies, and decisions established or issued by UNLV, the NCAA, and the MWC in a sportsmanlike and ethical manner. The AD is responsible for external fund-raising, community relations, hiring and termination of head coaches and department staff, sports schedules, student eligibility, and maintaining reasonable discipline with student athletes while promoting all aspects of university life and endeavors.

The Senior Advisor position is one that is a faculty advisor to the president. The senior advisor serves as the president’s liaison to faculty constituencies, to the faculty at large, the faculty senate and the local chapter of the Nevada Faculty Alliance. The individual in the position works collaboratively and strategically to ensure that faculty success is at the forefront of planning and decision making. The advisor develops and presents institutional reports and assists with special projects, bringing the faculty perspective to the activities. The president interviews all applicants for this one year appointment.

**Deans of UNLV Academic Units**

A dean is the chief academic and administrative officer of a college or school and reports directly to the EVP & P. Deans provide leadership in the college or school’s research, teaching, and service missions and have significant community relations and fundraising responsibilities. Deans must be committed to:

- Excellence and continued growth in undergraduate and graduate education
- The support and expansion of faculty scholarship and research activities
• The promotion of academic policies and use of resources consistent with the college and university strategic plans

• Capitalize on present and emerging departmental strengths

• The provision of facilities adequate to support expanding college programs

• The expansion of cooperative interactions and partnerships with both local and other governmental and private organizations

Deans are also responsible for managing the academic, fiscal, physical, and human resources of a college or school and work collectively through the Council of Deans to strategically deploy resources to advance the university’s strategic plan. A dean must possess an earned doctorate in a discipline appropriate to the college or school and an outstanding record of research, academic and professional achievement meriting appointment at the rank of tenured professor. A dean must be a scholar who can provide the vision and leadership to enhance both the profile and mission of the college or school as a premier unit at a major research university. A dean must exhibit a significant commitment to academic and research excellence, diversity, and outreach to current and potential constituencies of the college or school; a commitment to shared governance in an open environment; excellent communication and interpersonal skills; and strong fundraising expertise.

**Employee Representation**

UNLV has an elected, representative Faculty Senate of fifty senators. The authority, purpose, and objectives of the senate are defined in its bylaws, along with how senators are elected, and other information. That information is included in appendix 2.A.1.3. The senate represents faculty members who hold at least a fifty percent professional contract. The senate meets monthly during the academic year in open meetings to which all faculty, staff, and students are invited.

The executive committee of the senate meets monthly with the EVP & P and at least twice per semester with the president. The faculty senate chair meets individually twice a month with the EVP & P and the president.

Faculty Senate committees consisting of faculty members include:

• Academic Freedom and Ethics

• Academic Standards

• Professional Staff (or Administrative Faculty)

• Admissions

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14 [http://facultysenate.unlv.edu/](http://facultysenate.unlv.edu/)
• Campus Affairs

• Curriculum

• Faculty Development Leave

• Fiscal Affairs

• General Education

• Priority and New Program Review

• Program Review

• Sabbatical Leave

• Scholarship

• Promotion and Tenure

• University Bylaws

The president has a President’s Advisory Council (PAC) to represent undergraduate and graduate students, faculty, professional staff, and classified staff consisting of:

• At-Large Faculty member selected by the president (chair)

• President's Senior Advisor

• Immediate-Past Faculty Senate Chair

• Professional Staff Committee Chair

• Classified Staff Council Chair

• Consolidated Students of the University of Nevada, Las Vegas (CSUN) President, representing undergraduate students

• Graduate and Professional Student Association (GPSA) President

• American Indian Alliance

• Black Professionals

• Alliance of Latino Faculty
Women’s Council

With representation of campus leaders from all sectors of UNLV, the PAC invites the campus community to submit issues of importance and meets monthly with the president. Issues submitted are communicated to the president. The PAC provides the president with a sense of campus opinion on academic and non-academic matters and serves in an advisory function to the president and his cabinet.

Professional staff also has representation on the faculty senate and have their own standing committee of the senate.

Classified staff members are state employees and not governed directly by the Board of Regents. However, when the board is considering policies affecting them, representatives of the classified staff attend the board meetings. The classified staff at UNLV is represented by the Classified Staff Council. The council meets monthly and operates under a set of bylaws, appendix 2.A.1.4. UNLV’s president meets with the full council upon invitation. Classified employees may also elect voluntary membership in lobbying/union groups that represent state classified employees in Nevada.

Obtaining Input of Students, Faculty, and Staff

The BOR’s procedures for obtaining the input of students, faculty, and staff are defined in its handbook, Title 1, Article V, Section 11:

“A faculty member or other employee, or student of the University, or any group of faculty members or other employees, or students of the University shall submit any matter to the Board or its committees for official consideration, including requests for permission to appear before the Board or its committees, through the appropriate institutional president and through the Chancellor for inclusion on the agenda of the Board or one of its committees.”

The Board of Regents encourages the academic community at the NSHE institutions to go to BOR meetings and speak during public comment periods. The community is also encouraged to be involved in this manner. The BOR meetings are streamed online and available to those who cannot attend in person.

The year 2011 saw more input from students, faculty and staff than any year in recent memory. This was due to the threat of additional budget cuts. UNLV students demonstrated and took a bus to Carson City, the state capitol, to meet and speak to the legislature. Students spoke to the BOR numerous times while the legislature was considering how much to cut the higher education budget. Students, faculty, and staff participated in a phone, letter, and postcard campaign to let their legislative representatives know their thoughts on the diminished state general fund and how it should be allocated. Once the new budget was determined and allocated to the NSHE, students and faculty spoke to the BOR to try to keep certain programs from being eliminated. When the BOR was asked to consider increases in tuition and fees, the students again spoke to the BOR to let them know how the increases would impact them. In February 2013, students
plan to go to the legislature again to advocate for higher education funding.

2.A.2 In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.

Within Nevada’s single statewide structure for higher education which is the NSHE, the division of authority between the central system office and each institution is delineated throughout the NSHE Board of Regents handbook, with particular reference to Title 1, appendix 1, and for policies, procedures, and regulations, the NSHE Procedures and Guidelines Manual, appendix 2. These policies, regulations, and procedures are equitably administered within the framework of a strong open meeting and open records law in Nevada. The organizational chart showing the relationship between NSHE and the institutions is provided in appendix 2.A.2.

The Board of Regents meets quarterly and conducts special meetings as needed. In 2010, there were five regular and two special meetings. In 2011, which was a year the state legislature met, there were four regular meetings and six special meetings. The BOR held four regular and five special meetings in 2012.

2.A.3 The institution monitors its compliance with the Commission’s Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.

UNLV’s president and EVP & P are briefed on a regular basis as to the progress of NWCCU reports and read all reports before they are submitted. The BOR is supplied with copies of self-evaluation reports submitted to NWCCU and is briefed before and after NWCCU on-site evaluations, in addition to participating in the visits.

Collective bargaining for faculty at NSHE institutions is authorized in Title 4, Chapter 4, Section 3 of the Board of Regents handbook, appendix 2.A.3. Union elections have never been conducted for any employee group at UNLV, thus, it has not been a factor in the administration of the university mission or goals.

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Legislative actions and external mandates are generally communicated through the Nevada System of Higher Education to the chancellor who communicates to the presidents of the institutions with the exception of program accreditation requirements. Program accreditation requirements are usually communicated by the accrediting agency to UNLV’s president and EVP.
& P, the dean of the college in which the program resides, and the director or liaison of the program.

Governing Board

2.A.4 The institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board—as they relate to the institution—are clearly defined, widely communicated, and broadly understood.

The governing board for UNLV and the other institutions of higher education in Nevada is the Nevada System of Higher Education. The Board of Regents governs the NSHE in a manner similar to a corporate board of directors. The board leadership is comprised of a chairperson and vice chairperson who are elected by the board’s membership. Thirteen board members (regents) are elected from districts defined by the Nevada Legislature to serve a six-year term. The regents set policies and approve budgets for Nevada’s entire public system of higher education.

As elected officials, regents must operate under numerous state statutes which govern ethical behavior, such as Nevada Revised Statues (NRS), Title 23, Public Officers and Employees.\(^\text{15}\)

Additionally, NRS 396.122 states: “A member of the Board of Regents shall not be interested, directly or indirectly, as principal, partner, agent or otherwise, in any contract or expenditure created by the Board of Regents, or in the profits or results thereof.”

The BOR handbook contains more details regarding the operation of the board in Articles III-V, appendix 2.A.4, including the prohibition of any board member from receiving funds or other earnings from any of the institutions of the NSHE.

No other boards are involved in the governance of the system of higher education in Nevada.

2.A.5 The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.

No regent is delegated authority to act unilaterally; however, during legislative years, the board chair may be granted authority by a vote of the full BOR to represent the board’s and/or NSHE’s interests among legislators and lobbyists.

The BOR handbook, Title 1, Articles I-V, appendix 2.A.4 also states that the board may delegate specific authority to its officers as per the handbook; however, no member of the board can obligate the board unless specifically designated by the board for that particular situation. Official action of the board requires a majority of at least seven affirmative votes.

\(^{15}\) http://www.leg.state.nv.us/nrs/NRS-281.html
2.A.6 The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.

The NSHE Board of Regents handbook provides governing documents and policies for the NSHE, including the BOR. Changes are made to the handbook as needed and update announcements are sent out. The NSHE Code, which is Title 2 of the handbook, appendix 3, is the equivalent of a constitution for the system and establishes the authority of the BOR through the Nevada Revised Statutes (NRS); the NSHE organizational structure; academic freedom tenets; tenure and personnel policies; and a code of conduct for the academic community.

In accordance with the code, each institution establishes bylaws that prescribe institution-specific policies and procedures, which add to, but may not conflict with, established policies and procedures of the BOR. UNLV bylaws are provided as appendix 4. The NSHE handbook and UNLV’s bylaws are updated as needed.

The NSHE Procedures and Guidelines Manual contains specific direction on:

- Campus development
- Appointments and evaluations
- Salary schedules
- General guidelines and procedures
- Fiscal procedures
- Academic procedures
- Fees and tuition
- Degrees and awards
- Regent guidelines
- Safety
- Financial aid
- Millennium Scholarship
- Identity theft prevention program (Red Flag rules)
- Data and information security
Changes to the Procedures and Guidelines Manual are under the jurisdiction of the chancellor. Any regent, chancellor, president of a NSHE institution or faculty senate may propose amendments to the NSHE code by filing the proposed amendments with the secretary of the BOR and requesting consideration by the BOR. The BOR handbook may be amended at any regular meeting of the board by affirmative vote of two-thirds of the members of the board.

The Board of Regents adopted an Efficiency and Effectiveness Initiative to review its own operations and policies, as well as institutional academic and business operations, for efficiency and effectiveness. The initial phase of the initiative focused on BOR operations and policies, and resulted in changes to meeting schedules and reduction in the number of approvals required by the BOR in order to focus its activities on oversight, instead of administrative decision-making. The second phase of the initiative, related to human resources, payroll and purchasing operations included a number of recommended policy changes. The initiative has been incorporated into the NSHE system-wide iNtegrate 2\textsuperscript{16} project and, specifically, the review of business practices that is currently underway.

2.A.7 The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.

The BOR selects the president (CEO) of each institution and the chancellor annually evaluates each president. The chancellor’s evaluation includes feedback from the institution, generally provided through a survey, the findings of which are provided in a confidential summary to the BOR. The president reports to the chancellor for the administration of UNLV and is accountable through the chancellor to the BOR. Duties of the president are prescribed by the board and include, appendix 2.A.7.1:

- Provide leadership in the planning and implementation necessary for the successful operation of the institution and to ensure that the institution develops to its potential
- Be the appointing authority for all professional personnel and execute personnel contracts
- Review the quality of performance of all professional personnel in the institution and either take final action or to recommend action to the BOR on personnel matters
- Make recommendations concerning budgets and administer approved budgets
- Authorize applications or requests for grants, contracts, or gifts
- Be the principal spokesman for the institution before the BOR, the legislature, and other appropriate bodies

\textsuperscript{16}iNtegrate is an NSHE initiative to replace aging computer legacy applications with modern solutions that will support students, employees, and the financial processing needs for all the colleges and universities within the state. After a thorough search, evaluation, and competitive bidding process, Oracle/PeopleSoft software was selected.
• Ensure compliance by the institution by and through its professional personnel with the NSHE code, NSHE policies, the BOR bylaws, and institutional bylaws

• Notify the BOR as soon as possible of campus events that may have significant impact on the institution, including impact to the reputation or public image of the institution

• Perform additional duties as directed by the BOR

Neal J. Smatresk is UNLV’s current president and has been in the office, first as interim, then as the permanent president, since August 2009. Prior to undertaking the role of president, Dr. Smatresk served as UNLV’s EVP &P for two years

2.A.8 The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.

The NSHE Board of Regents handbook provides governing documents and policies for the NSHE, including the BOR. Changes are made to it as needed and update announcements are sent to the institutions. The NSHE Code, which is Title 2 of the handbook, appendix 3, is the equivalent of a constitution for the system and establishes the authority of the BOR through the Nevada Revised Statutes (NRS); the NSHE organizational structure; academic freedom tenets; tenure and personnel policies; and a code of conduct for the academic community. The NSHE Procedures and Guidelines Manual contains specific direction on many campus matters including campus development, appointments and evaluations, fiscal procedures, and many other topics.

Changes to the NSHE Procedures and Guidelines Manual are under the jurisdiction of the chancellor. Any regent, chancellor, president of a NSHE institution or faculty senate may propose amendments to the NSHE code by filing the proposed amendments with the secretary of the BOR and requesting consideration by the BOR. The BOR handbook may be amended at any regular meeting of the board by affirmative vote of two-thirds of the members.

The Board of Regents, through its ongoing Efficiency and Effectiveness Initiative, regularly reviews its own operations and policies, as well as institutional academic and business operations, for efficiency and effectiveness. The initiative began by focusing on BOR operations and policies, and resulted in changes to meeting schedules and reduction in the number of approvals required by the board in order to focus its activities on oversight, instead of administrative decision-making. The second phase of the initiative, related to human resources, payroll and purchasing operations and included a number of recommended policy changes. The initiative has been incorporated into the NSHE system-wide iNtegrate 2 project and, specifically, the review of business practices that is currently underway.

The BOR regularly discusses and examines its policies as issues come up in the context of its meetings. The chancellor and the NSHE attorneys have responsibility for making recommendations related to policies that should be reviewed and addressed. Currently, the chancellor has established a Code Review Task Force which is examining the key board personnel rules for the system in the NSHE Code, Title 2, Chapters 5 & 6.
The BOR has approved and is currently implementing a strategic plan for the future of higher education. The strategic plan is intended to outline NSHE’s vision of where higher education in Nevada should be headed in the future and its relationship to the goals and strategic vision for the State of Nevada and the role of the institutions.

On October 19, 2012, the BOR held its most recent workshop focused on governance issues. Dr. Sheila Stearns (former Commissioner of Higher Education in Montana and former Vice President of the University of Montana, Chancellor of UM-Western, and President of Wayne State College in Nebraska) facilitated a discussion regarding effectiveness in key areas of responsibility. The discussion served to establish a clearer understanding of the responsibilities and roles of the BOR, chancellor and the presidents in managing the system. The topics of discussion included:

1. Challenges confronting higher education and governance
2. Strategic system goals
3. Effective system boards
4. Governance risk factors and BOR responsibility for oversight

As a result, specific objectives and strategies to improve organization and effectiveness were made. The BOR will be considering policy revisions in these areas at future meetings, as a result of this review. Finally, the BOR is planning to hold additional workshops in the future to re-examine governance issues.

Periodically the BOR reviews the total number of its standing committees and has acted to consolidate or dissolve some based on current needs and fiscal issues related to staffing and committee operational costs. In a recent review, standing committees were reduced from eight to six and ad hoc committees reduced from five to one. The standing committees provide a report at each meeting and forward action items as necessary. Each committee operates under the duties and procedures set forth in BOR handbook Title 1, Chapter 1, Article VI, as well as consistent with Nevada’s open meeting law, and acts solely as a recommending body to the full BOR.

During the 2011 legislative session, the BOR demonstrated that it was open to adapting to the new fiscal realities of the state of Nevada and worked to show the citizens of Nevada and the legislature the value of college degrees and the many benefits colleges and universities provide to the surrounding communities and the state, including each institution’s positive fiscal impact on the surrounding community. The BOR also agreed that Nevada institutions of higher education could provide more graduates in areas that would benefit the state and aid in its economic recovery and future diversification, which will increase state revenue.

**Leadership and Management**

2.A.9 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are
charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

The Board of Regents handbook prescribes the administrative system and structure of leadership in Title 2, Chapter 1:

1.5.5 Acting Chancellor or President. During a vacancy in the position of chancellor or president, the Board of Regents may appoint an acting chancellor or president, as the case may be.

1.6.1 Appointment of Administrators
(a) The appointment of the heads of administrative units below the level of vice president within a system institution, including department chairs, and all other persons reporting directly to the institutional president shall be made by the president. In the process of making such an appointment, the president or his or her designee shall consult with faculty of the appropriate administrative unit. Persons appointed to such positions shall serve solely at the pleasure of the president. Department chairs as administrators shall be directly responsible to their supervisor or supervisors for the operation of their departments.

(b) The appointment of vice presidents reporting directly to the institutional president, including interim or acting appointments, shall be subject to the approval of the chancellor. Such appointments shall not take effect, and no employment contracts for such positions shall be issued or be binding, until the chancellor approves the appointments. Vice presidents shall serve in such positions solely at the pleasure of the institutional president. The appointment of vice presidents shall be reported to the Board of Regents by the president.

The university is led by President Neal Smastresk, Ph.D., who was appointed to the role on an interim basis in Dec. 2009 after serving for two years as executive vice president and provost. He was appointed to the presidency in Dec. 2010 on a permanent basis. The President’s Cabinet is composed of 10 other members, including the following:

- John V. White, J.D., Executive Vice President and Provost
- Gerry Bomotti, M.S., Senior Vice President for Finance and Business
- William Boldt, Ed.D., Vice President for Advancement
- Juanita Fain, Ph.D., Vice President for Student Affairs
- Jim Livengood, B.A., Director of Intercollegiate Athletics
- Elda Sidhu, J.D., General Counsel
- Rainer Spencer, Ph.D., Senior Advisor to the President
The president and his cabinet’s levels of responsibility and accountability are addressed in the job descriptions included in appendix 2.A.9.1. The assigned roles are appropriate and consistent with those in leadership at peer institutions. The president indicated to the campus that the university will be conducting national searches to fill several interim positions in his administration. A national search for the Executive Vice President and Provost was completed in 2012 with the appointment of John V. White. Additional interim positions as of December 2012 include the Vice Provost for Educational Outreach, the deans of the College of Education, Greenspun College of Urban Affairs, William F. Harrah College of Hotel Administration, Honors College, William S. Boyd School of Law, College of Engineering, Lee Business School and the Graduate College. Four searches for deans are underway for the College of Education, Greenspun College of Urban Affairs, William F. Harrah College of Hotel Administration, and the College of Engineering.

Regarding planning, the President’s Office has maintained close oversight of the strategic planning process. The *Focus: 50-100* strategic planning effort, originally organized and facilitated in 2008 by Dr. Smatresk when he was provost, is ongoing; three implementation teams, representing the areas of education, research, and infrastructure, have updated their progress annually on the strategic goals that were outlined in the original planning effort, and their reports are posted on the planning website. Also, a strategic planning meeting of representatives of various campus units was held during in 2011 and 2012.\(^\text{17}\)

Perhaps the best example of the institution’s ability to organize and manage the institution is seen in its response to the recent budget crisis endured by the university. President Smatresk noted in his 2011 State of the University Address that UNLV had lost $73 million and more than 700 positions since 2007; furloughs and salary cuts were implemented, and health benefits were severely cut. Student tuition increased by 13 percent. In the most recent round of cuts, the administration faced a dilemma: continue diluting the quality of the institution with horizontal cuts or resort to vertical cuts through the elimination of academic programs. The latter path was chosen, eliminating 25 academic programs, departments, and schools and reorganizing or reconfiguring 10 others. The list of eliminated/reorganized programs can be found in appendix 2.A.9.2. Characterized as “a bitter pill to swallow” by Dr. Smatresk at the beginning of this academic year, he vowed to place an emphasis on quality over quantity and to focus on creating a leaner, more selective institution. Throughout this process, he maintained a commitment to preserving tenure, and no tenured faculty members were laid off. At the 2012 State of the University Address, Dr. Smatresk stated that he believed the campus had seen the worst of the budget cuts.

The institution’s ability to assess its achievements and effectiveness is demonstrated in a number\(^\text{17}\) Implementation plan updates are available at [http://planning.unlv.edu/](http://planning.unlv.edu/)

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of ways. The university systematically collects a variety of assessment data that is used by administrators in the decision-making processes, and a variety of units, discussed below, gather data designed to aid and inform decision-making. One of the best reflections of the university’s understanding of its achievements and challenges is the president’s State of the University Addresses. For example, in his 2011 State of the University Address, Dr. Smatresk discussed the university’s successes and failures in the last legislative session; the institution’s current fiscal situation; the diminished health care benefits for faculty and staff; progress on FY11 priorities; the Focus: 50-100 strategic planning process and key planning priorities; and his vision for what “UNLV 2.0” would be. Further details from this speech are provided in the PPT slides and text from his address in appendix 2.A.9.3. The president provided overviews of the institution’s progress on more specific issues in regular town hall meetings held several times throughout the year. This was one of his key modes of communication with the campus during the budget crises of the last several years. While both of these types of presentations are made for the purpose of communicating with the campus, they require self-reflection and self-assessment on the part of the administration, as well as tremendous data gathering from the campus community; Dr. Smatresk has referred to his State of the University address as “a checklist of the institution’s strategic goals.”

Academic assessment is overseen by the Office of Academic Assessment, located organizationally under the Office of the Vice Provost for Academic Affairs. A new director of academic assessment was appointed in January 2012 after the retirement of the former director, and the institution continues to address NWCCU recommendations regarding assessment as outlined by the NWCCU evaluation team in April 2010. One major initiative in the fall 2012 semester was to offer seventeen workshops for faculty to ensure that they had the tools to implement academic assessment at the course and program level. Further information about UNLV’s progress in academic assessment can be found in the Response to Year One, Standard One, Recommendation Three report.

In addition to formal academic assessment activities, individual units also contribute to evaluation of university achievements and effectiveness through data collection and analysis. While there are many more examples of functional units collecting data on institutional effectiveness, several key examples are provided here:

- The Office of Campus Life Assessment regularly collects and maintains significant data on student satisfaction acquired through two nationally adopted survey tools, the Student Satisfaction Inventory and the National Survey of Student Engagement.

- The Office of Institutional Analysis and Planning is producing a new enterprise-level Data Warehouse that will provide extensive data to the campus community, facilitating assessment of achievements and effectiveness. UNLV’s Data Warehouse consists of one official, comprehensive, centralized data repository providing information consistency and integration through a single, commonly defined view of institutional data. It forms the basis for executive planning and decision-making, as well as operational reporting at the enterprise level. Data in the UNLV Data Warehouse are accessible to any UNLV employee that needs them to perform the duties of their position.

- The Office of Information Technology, among other units, conducts periodic campus-wide
surveys and also conducts electronic surveys requesting customer feedback after each Help Desk request and then uses this data to address problems and enhance service.

2.A.10 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.

Dr. Smatresk has extensive experience in higher education leadership. He received his Ph.D. in zoology from the University of Texas at Austin in 1980, and following post-doctoral work at the University Of Pennsylvania School Of Medicine, he joined the University of Texas, Arlington department of biology in 1982. In his 22 years at UTA, he served as chair of biology and later dean of science, until his appointment as the chief academic officer at the University of Hawaii at Manoa in 2004. During his time there, Hawaii’s flagship university entered the ranks of the top 25 federally funded institutions. He was appointed executive vice president and provost of UNLV in 2007 and later president, as previously mentioned.

Dr. Smatresk serves as president of UNLV on a full-time basis and holds no other competing positions. He does not serve on the governing board, the NSHE Board of Regents, in any capacity.

2.A.11 The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution’s major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution’s mission and accomplishment of its core theme objectives.

Recent budget cuts have resulted in a net decrease of approximately 200 administrative faculty (or professional staff) positions from the start of the 2007 academic year to June 2011. As funds have become available, some positions have been restored, and the university has reorganized as needed to use remaining positions most effectively.

The issue of effectiveness of leadership and management is addressed in presidential evaluations, and the Board of Regents Bylaws provides guidelines for this. Title 1, Article VII, Section 4 calls for the evaluation of NSHE presidents. Presidents are to be evaluated annually in writing by the chancellor in accordance with procedures approved by the Board of Regents. The chancellor provides a confidential summary of the findings to the board. In addition, the president has a full-scale periodic evaluation no later than the next-to-last year of each contract period. This evaluation is conducted by an ad hoc committee of the Board of Regents with input from the institution’s various constituencies and usually an external consultant. Formal action on the president’s contract is then considered by the full board and typically covered by the news media.

The effectiveness of President Smatresk’s leadership was most recently addressed prior to his Dec. 2010 appointment. At this time, the Campus Affairs Committee of the UNLV Faculty Senate conducted a campus survey to assess support for his appointment. The campus survey of academic, administrative, and executive/ supervisory faculty members had a 39.5 percent

18 http://hr.unlv.edu/new/employee-counts.html
response rate with 722 valid responses. The overall response to the statement, “Dr. Smatresk should be appointed President of UNLV” was favorable with 51.3% responding “strongly agree” and 22.2% responding “agree.” Strong responses were also noted on subjects such as his work regarding maintaining accreditation; enhancing freshman education and retention; communicating the value of UNLV to the region; making students the institution’s first priority; diversity and inclusion; deciding to make vertical cuts during the recent budget crisis; keeping the planning process open and transparent; being visible and promoting civility on campus; promoting graduate/professional education and research and scholarly/creative activity; and communicating well with the campus. The weakest responses were noted in the areas of the Academic Success Center; proposed changes to the general education program; the iNtegrate system; improvements in the process of tenure and promotion evaluation; changes in Student Financial Services and Admissions; his support of faculty governance; support of service; effective management of budget cuts; administrative accountability on campus; and creation of a strong leadership team. Responses also indicate weak support for the following statements: “The cuts made (during the budget crisis) were consistent with the best long term interests of the university” and “The 50-100 Plan goals were central to the budget cut process.” Additional details are available in the executive summary of the responses, found in appendix 2.A.11.

Dr. Smatresk’s Dec. 2010 appointment required a suspension of the portion of the NSHE Code that requires a formal national search. A number of variables influenced the Board of Regents’ decision to forego a search, including Dr. Smatresk’s history with the institution, his wide campus support, the need for immediate stability and leadership during the state’s fiscal crisis and the disconcertingly public removal of former president, Dr. Ashley. With the departure from the usual hiring process, the favorable responses from the campus regarding Dr. Smatresk’s appointment were of particular interest. In addition to reviewing input through the campus survey, the Regents and the Chancellor conducted a variety of meetings with units on campus to gather feedback on Smatresk’s prospective appointment. The subsequent unanimous decision of the board to approve his appointment was generally greeted favorably by the community, and little residual controversy has occurred over this decision. Still, there is ongoing discussion of the presidential hiring process outlined in the NSHE Code at the Regents’ level.

The effectiveness of leadership and management of other top-level administrators is addressed through performance evaluations of the members of the President’s Cabinet; these evaluations are prepared annually but are typically confidential. The President’s Cabinet is composed of 10 administrators with broad responsibilities for major administrative areas reflected in their titles (listed in section 2.A.9 above). Regarding their qualifications, the individuals holding cabinet-level positions have extensive experience in higher education administration; several have many years’ experience specifically at UNLV (more than 20 years in some cases). Their academic credentials are listed in section 2.A.9. The Cabinet meets twice weekly to address the institution’s major support and operational functions.

Additionally, the university has 12 academic units, each with a dean and administrative team, plus a dean of libraries and a dean of the Academic Success Center. All of the deans hold terminal degrees and/or possess significant professional experience relevant to their disciplines; most also possess significant higher education experience. The deans meet twice a month; at one of these meetings each month, they are joined by the President’s Cabinet. The goal of these
frequent meetings is to work collaboratively across institutional functions and units to foster fulfillment of the institution’s mission and accomplishment of its core theme objectives. The deans and Cabinet discuss wide-ranging issues, from the university’s recently established program called “Listening to the Departments” to the identification of programs to be eliminated to meet budget cuts during the state’s recent fiscal crisis.

One example of major support and operational units working collaboratively across the institution (and across the Nevada System of Higher Education) is the implementation of the project iNtegrate 1, a new enterprise-level student information system. More than a dozen major UNLV units, including Enrollment and Student Services, Institutional Analysis and Planning, the Graduate College, the Controller’s Office, and the Office of Information Technology, have worked together closely to implement the new system that has transformed the way students, faculty, and staff interact with the university. The system was implemented on time and within budget, and it now allows students to handle registration, payment of fees, and financial needs more easily online through the “MyUNLV” website (as well as other functions). The project streamlined processes, eliminated duplicate efforts, facilitated data collection, and allowed students to focus on the more important aspects of their interaction with the university, such as their studies; ease in conducting business processes fosters fulfillment of Core Theme 1, Objective 2.b: “Student satisfaction with major academic areas, quality of instruction, academic support, and institutional resources.” Continuing collaboration is required, as the project has now moved into additional phases designed to streamline other business processes.

Another example of collaborative efforts is the consensus-building process undertaken to change and implement UNLV’s new general education curriculum, which is being implemented in the 2012-13 academic year. This required extensive gathering of faculty input on a whole host of initiatives, including the development and introduction of first- and second-year seminars for students, as well as the soon-to-be developed milestone and culminating experiences. Units across campus, as well as institutional leaders, worked closely with the administrator overseeing this effort to craft and support this initiative, which seeks to fulfill Core Theme 1: “Promote Student Success” and its objectives: recruit, retain, and graduate an engaged and diverse student body; provide a high-quality teaching and learning experience; and advance graduate education to promote student learning and achievement.

Policies & Procedures

Academics

2.A.12 Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.

Academic policies, including those related to teaching, service, scholarship, research and artistic creation are communicated to faculty, staff, and administrators via the Office of the Executive Vice President and Provost through email updates and on the Policies, Procedures, Guidelines, and Forms section of the Provost’s website. Included are:

http://provost.unlv.edu/policies.html#list_t
• Annual evaluations
• Annual work reports
• Conflict of interest policies
• Faculty and Professional Staff Handbook (which is updated annually and publicized to the campus)
• Minimum standards for teaching
• Promotion and tenure forms
• Evaluations
• Protection of research subjects
• Conflict of Interest/Compensated Outside Services
• Research misconduct policy
• Syllabi content policies
• UNLV Bylaws
• UNLV workload assignment policy and guidelines
• Annual orientation for new faculty

Academic policies related to teaching, service, scholarship, research, and artistic creation that are more specific to the student populations are generally communicated via student catalogs, department, college, and school websites, student orientations, advising centers, and through course syllabi.

The creation of new policies that affect the majority of the campus community requires being vetted through the University Policy Committee\(^20\), the posting of proposed and revised policies for public comment, presentation of them at Faculty Senate meetings, and then a review and signature of approval through the President of UNLV. The University Policy Committee is primarily responsible for standardizing policies created and maintained across campus. The academic policies around research are clearly communicated to all through a number of venues, including the UNLV Conflict of Interest/Compensated Outside Services, Research Misconduct, Human Subjects Research, Institutional Biosafety Committee, Animal Care Services, Responsible Conduct of Research Training, Research Participant Incentives Policies, as well as

\(^{20}\) [http://provost.unlv.edu/committees/policy/](http://provost.unlv.edu/committees/policy/)
through training opportunities, which are all communicated via the Research Integrity website21. These policies are also presented at various campus meetings. In addition, all faculty, staff, students and administrators at UNLV who perform human subjects research are required to participate in the CITI Online Tutorial for Protection of Human Subjects via the Office of Research Integrity22. All members of the UNLV community who use animals in research or teaching are required to complete training on the ethical use of animals and training on the specific animal species that they will be using. The Institutional Animal Care and Use Committee (IACUC) also provides clear policies around animal use23.

Many of the specific college and school academic policies and procedures are also available via various online sites housed within each as shown below.

- The Greenspun College of Urban Affairs (GCUA) provides to students, faculty, administrators, and staff links to all academic policies and procedures via the faculty/staff website24, including college policies, merit application procedures, research methods and databases, mid-tenure, tenure and promotion procedures, and university policies and forms. In addition, the dean of the GCUA meets with each recently hired faculty member to discuss the policies and procedures of the college. Moreover, each of the unit leaders (e.g., chairs and directors within the college) meets with the faculty on an annual basis to provide feedback on faculty performance in relation to expectations based on policies and procedures.

- The Lee Business School (LBS) makes available to faculty, administrators, and staff all of the policies related to teaching, service, scholarship, and research via the LBS Faculty Handbook25. Additionally, each department chair within the unit meets with the faculty upon hire to review the policies and procedures of the unit, and also meets annually with each faculty member to annually review policies and procedures. The policies and procedures are communicated to staff via the Associate Dean for Administration and Outreach. Limited information with regard to academic policies around each of these areas of responsibility for faculty is made available to students via the dean of the LBS’s official blog26.

- The Howard R. Hughes College of Engineering (HRHCE) provides to students, faculty, administrators, and staff a link to the Rules and Bylaws of the HRHCE27, which contains academic policies and procedures for faculty, specifically in Chapter 3-Policies and Procedures Relating to Faculty, Sections 3.1-3.9. The policies around teaching, scholarly activities, and service are also emphasized in college and department meetings, as well as during annual meetings and during mid-tenure and tenure reviews by the department chairs and the dean of the college.

21 http://research.unlv.edu/compliance/
22 http://research.unlv.edu/ORI-HSR/
23 http://research.unlv.edu/policies/lab_animal_care&use.pdf
24 http://urbanaffairs.unlv.edu/faculty/
25 http://business.unlv.edu/?p=10592
26 http://business.unlv.edu/dean/
• The College of Education (COE) provides students, faculty, administrators, and staff a link to the current COE Bylaws\(^{28}\), which contains academic policies and procedures for faculty, specifically in Chapter 4-Faculty\(^{29}\), Sections 4.1.1-4.2.10.11, and in the Appendices\(^{30}\), Sections C, D, E, G, and H. Students receive information about pertinent student academic policies via course syllabi.

• The School of Allied Health Sciences (AHS) provides to students, faculty, administrators, and staff links to all administrative and faculty policies and procedures via the AHS policies and procedures website\(^{31}\), including administrative policies (i.e., annual evaluation policy and procedures, administrative position descriptions, associate dean and chair evaluations, grant support policy, annual work reports, mid-tenure review process, and teaching track) and faculty policies (i.e., merit guidelines, promotion and tenure guidelines, university policies, school policies, and departmental policies).

• The School of Community Health Sciences (SCHS) makes available to students, faculty, administrators, and staff a link to the UNLV SCHS Academic Faculty and Professional Staff Bylaws\(^{32}\), which contains academic policies and procedures for faculty and students, specifically in Chapter 2-Organization of the Academic Departments and Programs, Sections 2.1-2.4.2.2, and in Appendix D. The academic policies around teaching, service, scholarship, research, and artistic creation are also presented to students, faculty, and administration during orientations. Students also receive information about pertinent student academic policies via: undergraduate and graduate catalogs, course syllabi, the Advising Center, SCHS website\(^{33}\), and program specific student handbooks, including those in master’s in public health\(^{34}\), and the doctor of philosophy in public health\(^{35}\) programs.

• The College of Liberal Arts (CLA) provides to students, faculty, administrators, and staff

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28 http://unlvcoe.net/bylaws/current
29 http://unlvcoe.net/bylaws/current#ch4
30 http://unlvcoe.net/bylaws/appendix
31 http://alliedhealth.unlv.edu/ahs-policies.htm
32 http://publichealth.unlv.edu/Pdf%20Files/SCHS-Bylaws110811.pdf
33 http://publichealth.unlv.edu/
34 http://publichealth.unlv.edu/Pdf%20Files/MPH_Student_Handbook_Fall_2011.pdf
35 http://publichealth.unlv.edu/Pdf%20Files/PHD_Student_Handbook_F_2011.pdf
links to all academic policies and procedures via the faculty/staff website, including college bylaws, annual evaluation and merit procedures, work reports and merit evaluation forms, mid-tenure procedures, merit bylaws, merit checklists, and promotion and tenure forms and guidelines. In addition, these academic policies are communicated to faculty and administrators at both the college and university levels in the context of promotion and tenure. Such communication also occurs at the department chair or director level during college meetings, and during the dean’s regular visits to individual department and program faculty meetings and retreats. Moreover, the academic policies are communicated to students through student senators.

- The School of Nursing (SON) provides access to faculty and administrators to all academic policies and procedures via the SON Bylaws, which are accessible via the shared school drive. These policies are grouped according to varied faculty councils and are reviewed by faculty periodically. Students receive information about pertinent policies via program specific student handbooks, including handbooks in the bachelors in nursing, master’s in nursing, philosophical doctorate in nursing, and doctor of nursing practice programs.

- The College of Sciences (COS) provides access to faculty and administrators to all academic policies and procedures via the COS and in some instances Departmental Bylaws. In addition, the academic policies related to teaching, service, and scholarship for faculty are communicated to faculty and administrators through multiple venues; the college holds monthly executive committee meetings and full faculty meetings in order to communicate the policies to faculty at large. Chairs and directors within the COS meet as necessary to communicate academic policies to faculty and student groups. The academic policies are also communicated to students through a Student Advisory Council. Specific information with regard to student research is available via the undergraduate research opportunities program.

- The College of Fine Arts (COFA) provides access to faculty and administrators to academic policies and procedures with regard to promotion and tenure standards via the COFA Promotion and Tenure Standards. In addition, the academic policies and procedures related to teaching, service, and scholarship for faculty are communicated to faculty and administrators via monthly meetings with the dean, and via the chairs and dean’s offices via consistent emails. The staff has the information communicated directly from their chairs and via monthly seminars from administrators in the dean’s office. The academic policies are also communicated to students through: meetings with department advisors, that are department heads in the area in which they major; advisors in the Advising Center; and each department provides students with requirements for Artistic and Creative involvement in areas not addressed specifically in curricular requirements.

- The School of Dental Medicine (SDM) provides to students, faculty, administrators, and staff
links to some of the academic policies and procedures via the vision, mission, and goals website. Specific academic policies and procedures for students with regard to each of these areas are communicated via electronic message boards contained within the SDM, within the Student Handbook, and within course syllabi reviewed with students at the start of each course. Specific information with regard to student research is available via the SDM website. Moreover, more information with regard to teaching policies and practices is contained within the web link to the teaching philosophy of the SDM. Finally, each of these academic areas are discussed with students and faculty during orientations.

- The William F. Harrah College of Hotel Administration provides to students, faculty, administrators, and staff links to some of the academic policies and procedures via the vision, values, mission, and goals website. Specific academic policies and procedures for students are communicated via the advising center, student listserv, student career center, and student clubs. Information with regard to the academic policies is also provided via the associate dean to the faculty through a Faculty Advisory Group. Faculty and administrators have access to the academic policies and procedures around faculty teaching, research, service, and creative accomplishment responsibilities via the college Workload Policy, which is a document that is sent electronically each year. Information with regard to research, including research funding and award opportunities is made available to students, faculty, staff, and administrators via the College Research link and the Caesars Hospitality Research Center.

- The William S. Boyd Law School (WSBLS) provides information to faculty, administrators, and staff with regard to policies and procedures around teaching, scholarly activities, and service via the WSBLS workload policy; standards for retention, promotion, and tenure; and the WSBLS bylaws—all of which are available in hardcopy format, as well as open to only the WSBLS community via the WSBLS law portal. The WSBLS Student Policy Handbook 2011-2012 contains academic policies and procedures for students with regard to research and scholarship, specifically in Section 5 – Curriculum, Sub-section 5.07, Section 13 – Course Planning Information, Sub-section 13.04, and Section 16 – UNLV Policies, and Sub-section 16.02. In addition, information regarding academic policies to students is communicated via the admissions office, student orientation, through print materials, and a web interface open to only the law school community.

2.A.13 Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.

The University Libraries consist of Lied Library, the Architecture Studies Library, the Curriculum Materials Library, and the Music Library. University Libraries are one of UNLV’s
sixteen colleges and schools and are administered by a dean who is responsible for enforcement of policies. Basic policies, regulations, and procedures for systematic development and management of information resources are available on the Libraries website\(^50\), specifically through many links including those to: general, buildings and facilities, borrowing services, computers and equipment, materials and collections, and reserves. These policies attend to all formats, locations and delivery methods of librarian information. A more detailed review of computer-based policies is available via the Library Policy on Computer Use web link\(^51\). The policies include information on who and how policies are enforced.

Within the William S. Boyd School of Law is also a library - The Wiener-Rogers Law Library. Administration of the Law Library falls under the Boyd School of Law and the administrators within the Law School are ultimately responsible for enforcement of policies. Basic policies, regulations, and procedures for systemic development and management of information resources are available on the Law School website\(^52\).

2.A.14 The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

The Nevada System of Higher Education (NSHE) has established student transfer rights and related policies. These transfer policies are available through the NSHE Board of Regents handbook\(^53\), specifically through Title 4, Chapter 14, Sections 13, 14 and 15. These policies for transfer are also clearly articulated through the UNLV Transfer Student website\(^54\), specifically through many links related to the transferring of credits and transfer admissions. The same information is also available via the undergraduate catalog, in the Admissions Information section\(^55\). Information with regard to policies for transferring credit hours to graduate programs is available via the graduate catalog, within the Admission and Registration Information section\(^56\).

The procedures governing the transfer-of-credit are detailed within these policies. A basic overview of the process follows, demonstrating that the transfer-of-credit policy is one that maintains the integrity of the program while also facilitating efficient mobility to students between institutions as they work towards completion of their educational programs. When an

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\(^{50}\) [http://www.library.unlv.edu/services/policies/index.html](http://www.library.unlv.edu/services/policies/index.html)

\(^{51}\) [http://www.library.unlv.edu/services/policies/computeruse.html](http://www.library.unlv.edu/services/policies/computeruse.html)

\(^{52}\) [http://law.unlv.edu/node/194](http://law.unlv.edu/node/194)


\(^{54}\) [http://unlv.edu/transferstudents](http://unlv.edu/transferstudents)

\(^{55}\) [http://catalog.unlv.edu/content.php?catoid=4&navoid=163&returnto=search#Neva_Syst_High](http://catalog.unlv.edu/content.php?catoid=4&navoid=163&returnto=search#Neva_Syst_High)

\(^{56}\) [http://catalog.unlv.edu/content.php?catoid=5&navoid=409](http://catalog.unlv.edu/content.php?catoid=5&navoid=409)
undergraduate student transfers to the institution, the transcript is reviewed by the Degree Audit and Transfer Unit (DATU) to determine comparability with UNLV courses. Whenever possible, students receive credit for prior courses from regionally accredited institutions either as equivalent to UNLV courses or as electives. Transfer students are encouraged to confer with the Transfer Admissions Counselor in the Admissions Office and their College Advising Center advisor for review of the transfer-of-credit policies and procedures, and to review Transfer Course Equivalency Tables for informational purposes regarding transferring of credits. International institutions are not included in these tables. Students who have completed coursework internationally are required to have their documents evaluated and translated, if appropriate, by a National Association of Credential Evaluation Services (NACES) member.

In accepting transfer credits to fulfill degree requirements, UNLV ensures that the accepted credits are comparable to its own courses. Where patterns of transfer from other institutions are established, efforts are undertaken to formulate articulation agreements. Final transfer evaluations that are official are done upon admittance to the university. Once an evaluation has been completed, the accepted credits are brought in course by course, based upon the course’s comparability to the university’s own courses, and entered into a student’s record. Admitted students may use the degree audit to do an initial determination of how their transfer credit(s) fit into their program of study and then work with their academic major advisor to determine other needed courses. In the event that a student believes a transfer course is similar to one at UNLV but was not granted equivalency, the course may be reviewed by a department-designee in the specific discipline to assess comparability. The final judgment for determining acceptable credit for transfer is the responsibility of the receiving institution.

UNLV and the College of Southern Nevada (CSN) have meet regularly to review the transfer contracts in place for all UNLV undergraduate majors and discuss implications of UNLV catalog changes. These periodic meetings have been in place for at least five years. Recently, the NSHE Board of Regents asked its universities to create structures for students transitioning from community colleges and four year colleges to the universities. In response to that request, UNLV has hired two transition advisors. These advisors began work in December 2012. They provide academic advising and major/career planning for CSN students who are planning to transfer to UNLV. They work with CSN and UNLV campus administrative offices in order to stay up-to-date on the curriculum as well as university policies and procedures so that they can provide accurate information to students. They are responsible for promoting UNLV as a first choice institution for students graduating with A.A., A.B., and A.S. degrees from CSN. The transition advisors are also responsible for advising swirl students (transfer swirl is used to refer to students who complete coursework at NSHE community college/four-year college and a university concurrently or who go back and forth) and to promote diversity, inclusion and engagement to students moving to UNLV.

Transfer-of-credit policies for graduate and professional students are published in two sections of the UNLV Graduate Catalog which is available online. The Transfer Work subsection under

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57 [http://go.unlv.edu/transferstudents/contact](http://go.unlv.edu/transferstudents/contact)
58 [http://financialaid.unlv.edu/dars/tcetables/](http://financialaid.unlv.edu/dars/tcetables/)
60 [http://catalog.unlv.edu/index.php](http://catalog.unlv.edu/index.php)
the Admissions and Registration section provides information about the maximum number of transfer credits from other regionally accredited institutions, subject to departmental and Graduate Dean approval, not previously applied to other degree programs, which may be applied towards a graduate program. The Transfer Credit Limitations subsection under the Academic Policies section states UNLV policies regarding limitation of transfer credits after admission and enrollment. Students must obtain prior written consent of the department and Graduate Dean to take certifiably graduate course work at other accredited institutions and use it in their degree program. As described in the Degree Progression Policies and Procedures section of the Graduate Catalog, students, with their advisor and advisory committee, must prepare a proposed graduate degree program of study that includes all UNLV and transfer courses. This proposed program of study is reviewed and approved by the students’ advisor, advisory committee, graduate coordinator, appropriate academic dean, and the Graduate Dean, prior to applying for graduation.

Students

2.A.15 Policies and procedures regarding student rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities—are clearly stated, readily available and administered in a fair and consistent manner.

The policies regarding student rights and responsibilities, including academic honesty, appeals, grievances, and accommodations for persons with disabilities are clearly stated in the undergraduate and graduate catalogs, and professional school catalogs (Dental and Law). The Student Conduct Code, appendix 2.A.15.1 the academic misconduct process, common student questions regarding what constitutes misconduct, as well as resources for securing mediation services, avoiding misconduct, and forms for outreach training, are available on the Office of Student Conduct’s (OSC) website. The Academic Integrity Appeal Board is charged with hearing all appeals that cannot be resolved at the department and college or school levels and with administering them in a fair and consistent manner. The Academic Integrity Appeal Board members come from a variety of areas on campus and serve two-year terms, with the exception of the members from the UNLV Faculty Senate Academic Standards Committee. To create the overall campus-wide pool of Academic Integrity Appeal Board members:

1. The faculty of each College or School shall designate:
   - Two faculty members

2. Each Dean’s Office/Academic Unit Equivalent shall designate:
   - Two administrative faculty
   - Two undergraduate students
   - Two graduate students

61 [http://catalog.unlv.edu/content.php?catoid=6&navoid=531&hl=appeal&returnto=search](http://catalog.unlv.edu/content.php?catoid=6&navoid=531&hl=appeal&returnto=search)
63 [http://catalog.unlv.edu/](http://catalog.unlv.edu/)
64 [http://dentalschool.unlv.edu/admissions_catalog.html](http://dentalschool.unlv.edu/admissions_catalog.html)
65 [http://law.unlv.edu/admissions.html](http://law.unlv.edu/admissions.html)
66 [http://studentconduct.unlv.edu/](http://studentconduct.unlv.edu/)
3. In addition, the following will be members of the pool:
   - All members of the UNLV Faculty Senate Academic Standards Committee, during their term on the Committee (see VIII.B. of the Academic Misconduct Policy)

Each dean’s office designates two undergraduate students and two graduate students as representatives from that college or school. Before serving on the board, members complete an orientation and training on academic integrity and misconduct. Students found responsible for academic misconduct are required to attend a multi-session seminar on academic integrity offered by students and UNLV staff who serve on the board. Policies regarding the appeals process for undergraduate grades are covered in the undergraduate and graduate catalogs, which describe the process and refer students to the Faculty Senate’s Academic Standards Committee. This committee, whose members are elected by their college or school and serve a two-year term, reviews student petitions for academic issues such as grade grievances, retroactive withdrawals, suspension and reinstatement, and catalog discrepancies. Each petition is reviewed based on the documentation submitted, although the committee often seeks additional information from others who have been involved in the issue in order to make the most appropriate and best informed decision, appendix 2.A.15.2. The Faculty Senate’s website contains petition guidelines as well as petition forms for appealing a grade and university or college suspension. The Student Referral Guide covers twenty-five additional matters that students can grieve and clearly explains how to initiate the process.

The Graduate College provides guidance on graduate grade appeals and other types of appeals in the Graduate College Academic Appeal Guide found on its website. The option of appeals is also clearly explained in the graduate catalog.

UNLV provides accommodations for students with disabilities through the Disability Resource Center (DRC). In contrast, the EEO/AA Compliance Officer manages all disabilities access needs regarding university employees, as well as the general public. This separation between the DRC and EEO/AA compliance office is necessary because the regulations differ significantly as applied to employees, the general public and students.

The undergraduate and graduate catalogs and Student Handbook Planner clearly state that the DRC provides assistance to all qualified students with documented disabilities. Accordingly, DRC activities are designed to promote registered students equal access and independence to all college-related activities by offering them reasonable accommodations (e.g. campus housing, assistive technology, alternatively formatted course materials, real time captioning, sign language interpreting, and alternative means to meet course requirements, as well as other self-empowerment services). To ensure that UNLV’s access opportunities are understood, the DRC staff informs students of their accommodations related responsibilities.

The DRC website lists many of the common disabilities that impact students’ experience. Additionally, the website provides students instructions for DRC registration as well as

67 http://facultysenate.unlv.edu/
68 http://facultysenate.unlv.edu/referral_guide.html
69 http://graduatecollege.unlv.edu/PDF_Docs/AppealGuide.pdf
70 http://catalog.unlv.edu/index.php?catoid=8
71 http://drc.unlv.edu/
underscores the need for students to engage their instructors in dialog regarding the implementation of their approved accommodations. The website clarifies the student’s as well as his or her instructor’s access related responsibilities during that dialog.

The DRC’s core mission is to uphold the legal “access-based” principals of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, which are available on the DRC’s website. The DRC seeks to implement student rights by offering them accommodations. Accommodations are intended to decrease the consequence of each DRC student’s significant impairment(s) and in so doing afford them the same opportunity to engage in studies available to all students on campus. This effectively extends UNLV’s first core theme to Promote Student Learning and Success as evidenced by the degree of engagement and use of accommodation services amongst registered students with disabilities. The most recent student satisfaction survey was conducted in 2010 and of the 61 students who took the survey, 78% rated the DRC excellent in its ability to provide services and assistance and 11.9% rated the DRC good.

To support the core DRC mission, the DRC’s professional staff advocates for current, as well as formerly registered students, on issues directly related to their disability. Some of these topics include: campus housing, campus safety, scholarships, withdrawals, incompletes, academic probation and reinstatements, conduct issues, accommodations applications for graduate school and professional licensure.

The DRC’s staff provides training opportunities, education, and consultation to university groups, faculty and staff on disability-related needs. In this way members of the university community are informed about their responsibility to honor the rights of students with disabilities. These efforts have supported an increased institutional awareness for the inclusion of persons with disabilities on our campus.

The DRC designs access-based protocol policies for the institution that are consistent, fair and transparent to best support decision-making regarding student access. In these terms, the DRC frequently works closely with the Office of General Counsel to resolve disabilities-based challenges, concerns or complaints that require legal strategy, preparation, and/or response.

2.A.16 The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills and abilities to assure reasonable probability of student success at a level commensurate with the institution’s expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published and administered in a fair and timely manner.

UNLV has developed admission policies that are consistent with its mission and core themes. For example, UNLV has an alternate admissions procedure so that diverse students who may

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72 The alternate admission policy allows for applicants to apply for special consideration using the following criteria: a combination of test scores and grade point average that indicate potential for success; special talents and/or abilities; improvement in the individual’s academic record or other evidence of potential for success;
not meet the regular qualifications for admission have an opportunity to have their strengths and possibility for success viewed in a different manner. The undergraduate and graduate catalogs clearly state UNLV’s admission requirements and regulations, including transfer credit policies, affecting students at all levels. These rules as well as the institution’s placement policies guide the enrollment of students in courses and programs. These policies are designed to fulfill UNLV’s first core theme: *Promote Student Learning and Success*. They are regularly reviewed by the NSHE Board of Regents and were developed to ensure a foundation of knowledge and competencies that will assist a student in successfully pursuing and receiving an academic degree. The institution strictly adheres to these policies in its admission processes. The admission criteria for student athletes do not differ from that of traditional students. Student athletes must meet all admission criteria; otherwise, they must seek admission through the institution’s alternate admission policy, appendix 2.A.16.1, and follow the same procedure as their traditional student counterparts.

UNLV’s admission policies and those covering continuation in and termination from academic programs and colleges or schools, as well as institutional and program graduation requirements, are published in the undergraduate and graduate catalogs and are also available on the websites of the colleges, schools and professional programs. Appropriate reference to the Student Right-To-Know Act is included on the university’s website by the Office of the Registrar, the Disability Resource Center, and Police Services, appendix 3A. The registrar’s website also contains online versions of UNLV’s catalogs as well as instructions and forms for withdrawal, readmission, the degree tracking process and related subjects. The Faculty Senate Admissions Committee, composed of faculty elected by their units for a two-year term, hears all appeals from students denied admission to the institution in a fair and timely manner, appendix 2.A.16.2.

UNLV has developed a placement system to assist each student in identifying the appropriate courses to take. The undergraduate catalog clearly specifies what scores on the ACT verbal or SAT critical reading tests will determine placement in a college-level English course, or whether remedial coursework will be required. The same is true of placement in a mathematics course that is commensurate with an entering student’s knowledge, skills, and ability. Departments, such as chemistry and foreign languages, may require additional test scores for placement. Information regarding these requirements may be obtained from the departments in written form, from their websites, from their degree requirements in the undergraduate catalog, and from their college or school’s advising office.

In 2008, UNLV created the Academic Success Center to improve retention, mentor exploring and non-degree-seeking students, and provide them with tutoring and other learning support services. The undergraduate catalog and Student Handbook Planner advise students of the institutional policy that allows them to major in the Academic Success Center as undeclared majors until a major is chosen. Information regarding traditional students and student athletes in this area can be found on the Academic Success Center’s website.

overcoming adversity or special hardship; and special circumstances. Prospective students, including student athletes, who do not meet the minimum admission requirements are required to submit a written personal statement, two letters of recommendation, and ACT or SAT scores to the Office of Admissions.

73 [http://registrar.unlv.edu/](http://registrar.unlv.edu/)
74 [http://academicsuccess.unlv.edu/](http://academicsuccess.unlv.edu/)
UNLV’s policies and procedures regarding continuation in and termination from its educational programs are clearly defined in the catalogs, widely published in the catalogs, registration guides, on department websites, and are documented in appendix 2.A.16.3. The academic policies section of the undergraduate catalog clearly defines good standing, probation, suspension, and readmission from an academic program, college or school, or the university. Conditions for expulsion when a student’s behavior is of concern are listed in the Tuition and Residency and University Policies section of the undergraduate catalog. These policies are also specified in the UNLV Student Conduct Code. Section Three of this Code describes several related issues including appeals panel composition and appeal procedures.

For graduate students, the Admissions and Registration Information section of the Graduate catalog, provides information about graduate admissions policies. This section provides information about admission requirements for domestic and international applications, including degree requirements, minimum grade point average for application to any program, transcripts, test scores, letters of recommendation, and finances. The Academic Policies section of the graduate catalog contains policy information regarding minimum grade point average, continuous enrollment, time limits for completing all master’s or doctoral degree requirements, leaves of absence, probation and separation, and appeal procedures. The Graduate College appeal form is available at the Graduate Program Forms web page. Graduate students’ academic advisors and department graduate coordinators monitor students’ academic progress in terms of GPA, course progression, completion of program performance requirements such as qualifying examinations, thesis or dissertation proposals, and completion of theses, dissertations or professional papers.

Admissions policies and the application process for the School of Dental Medicine (SODM) are published on the school’s webpage. The SODM has developed “an evidence-based admissions formula that effectively incorporates the admissions criteria most likely to influence dental school performance.” The frequently asked questions portion of the webpage contains additional information about admissions requirements, including prerequisite courses, test scores, program of study, letters of recommendation, and transfer course policies.

The UNLV Boyd School of Law publishes its admissions requirements and application procedures in the Prospective Students section of its web page. The site also provides information about full-time and part-time and dual-degree programs. Transfer policies are described in the Transfer Students subsection under the Prospective Students portion of the School of Law webpage. Policies and procedures for retention, withdrawal, dismissal and reinstatement are published in the School of Law’s Student Policy Handbook.

75 http://graduatecollege.unlv.edu/forms/
76 http://www.unlv.edu/dental/admissions
77 http://www.jdentaled.org/content/71/4/492.full
78 http://www.unlv.edu/dental/faq
79 http://law.unlv.edu/admissions.html
80 http://law.unlv.edu/prospective-students/transfer-students.html
2.A.17 The institution maintains and publishes policies that clearly state its relationship to
co-curricular activities and the roles and responsibilities of students and the institution for
those activities, including student publications and other student media, if offered.

The undergraduate catalog clearly states that campus-based student organizations and co-
curricular activities are part of the learning environment outside the classroom and thus directly
relate to the institution’s core theme of Promote Student Learning and Success. All registered
students are automatically members of the Consolidated Students of the University of Nevada,
Las Vegas (CSUN). Nevada Revised Statutes (NRS 396.547), appendix 2.A.17.1, vests the
power to create student governments in the NSHE to the Board of Regents. The Regents
handbook, Title 4 Chapter 20 Part B Sections 1-3, appendix 2.A.17.2, lists the policies and
procedures under which student government must function. The CSUN Constitution, appendix
2.A.17.3, Article III clearly recognizes that CSUN operates under the authority of NRS 396 and
the appropriate sections of the BOR handbook outlining the rights and responsibilities of student
government members and UNLV. Rules and regulations include the responsible disbursement of
government funds, the right of an institution’s president to monitor spending of student funds,
and the need to observe open meeting laws.

UNLV designates student groups such as the Residence Hall Association and Greek Councils as
“University Organizations.” Each university organization has an advisor, student leader, and
funding from the CSUN budget. Students in these organizations work closely with the university
to provide programs that are compliant with the law and university regulations. All registered
student organizations annually sign agreements to abide by all state and federal laws, including
unlawful discrimination. The Student Conduct Code governs these organizations.

The Student Organization Resource Center (SORCE)\(^2\) hosted by the Office of Civic
Engagement and Diversity (OCED)\(^3\) provides resources and leadership development for student
organizations and actively encourages students to get involved. An online web portal powered by
Orgsync\(^4\) allows students to search for UNLV student organizations, view a calendar of
upcoming events, register and manage student organizations, and find resources for student
organizations. The SORCE website clearly states that all student organizations must register each
fall and spring semester. It also stipulates that at least one member from each organization,
designated as the “member...who is responsible for educating the rest of the organization,” must
attend one of the mandatory organization registration sessions. Each session contains a workshop
which provides updated information regarding the “rights and responsibilities” outlined by the
Student Conduct Code of all registered student organizations. The registration forms completed
by student organizations each semester require student organization officers to acknowledge
registered student organizations must comply with all university policies and local, state, and
federal laws. The SORCE is actively enforcing the rule that one member of each student
organization must attend a mandatory registration session and update the online registration
forms each fall and spring semester to access resource privileges designated to registered student
organizations. The table below shows attendance at registration sessions for recent semesters.

\(^2\) [http://unlv.orgsync.com/](http://unlv.orgsync.com/)
\(^3\) [http://getinvolved.unlv.edu/](http://getinvolved.unlv.edu/)
\(^4\) [http://unlv.orgsync.com/](http://unlv.orgsync.com/)
The drop in student organization registrations in spring 2012 was due to several factors. New software was implemented to run student organizations through MyUNLV. Previously, a student just needed a Gmail account, now a student must be currently enrolled in order to register a student organization. The other factor is that a rolling registration process has been implemented that allows student organizations to register three times a year instead of just fall or spring.

UNLV maintains offices that sponsor a variety of co-curricular activities, appendix 2.A.17.4. These include the Campus Recreational Services (CRS) and the OCED, whose mission statements and programs are outlined in the Student Handbook Planner. The OCED includes:

- Student Involvement and Student Organizations
- Fraternity and Sorority Life
- Campus Activities
- Service Programs
- Leadership Programs
- Multicultural Programs
- International Programs
- Leadership and Civic Engagement Minor
- Englestad Scholars Program

The CRS offers intramural sports, outdoor adventure trips, sport clubs, group exercise classes, personal training, and open recreation. Offices such as CRS and OCED monitor their programs related to risk management and compliance with university policies and procedures. As a co-curricular activity, intercollegiate athletics is also governed by institutional procedures and policies that define student responsibilities. Student Athlete Academic Services (SAAS), housed in the Academic Success Center, is charged with mentoring student athletes concerning their responsibility to adhere to the National Collegiate Athletic Association (NCAA) standards regarding academic eligibility and progress toward their degree. To this end, SAAS advisors monitor each student athlete’s full-time enrollment and grades. Each student athlete is provided with a written copy of UNLV’s academic policies, including those regarding misconduct.
Athletics maintains and publishes policies that identify the responsibilities of student athletes\textsuperscript{85} regarding compliance with NCAA rules, appendix 2.A.17.5. These are provided to students in both oral and written form. The department also conducts mandatory compliance seminars each regular semester for all student athletes. The Athletics Department compliance officer also provides rules education via in-person presentations, newsletters, Facebook, Twitter, and other social media venues. Coaches and compliance staff further reinforce adherence to NCAA and UNLV policies throughout the school year.

The \textit{Rebel Yell} is the primary printed student media at UNLV and it is also available online. The newspaper, like all student publications, follows the \textit{Statement of Policy for Student Publications} provided in the Board of Regents handbook Title 4, Chapter 19, Section 1, appendix 2.A.17.6. The \textit{Rebel Yell} Advisory Board, appendix 2.A.17.7, which oversees the newspaper, is also governed by this policy. The board is comprised of faculty from the School of Journalism and Media Studies, appointed student representatives, and members of the local journalism community. In 2012 the local journalists who advised the \textit{Rebel Yell} were Rick Velotta, Paul Takahashi (\textit{Las Vegas Sun} reporters) and Steve Sebelius (\textit{Las Vegas Review-Journal} columnist). The Advisory Board appoints the Editor-in–Chief who, in turn, appoints the newspaper’s editorial board. The Advisory Board also appoints a faculty advisor who monitors the newspaper’s content and editorial style.

KUNV, which has served as UNLV’s radio station for the past thirty years, is managed by and housed at the Hank Greenspun School of Journalism and Media Studies on campus. Some KUNV staff teach in the Greenspun School and report to its director. The director and faculty involved are charged with assuring that students understand their responsibilities and that BOR handbook guidelines regarding media are strictly adhered to. An example of a semester’s programming is included in appendix 2.A.17.8.

UNLV TV is a self-supporting television production unit housed within the Hank Greenspun School of Journalism and Media Studies, appendix 2.A.17.9. The unit provides original programming for and about UNLV. Some of the programs are the final product of Media and Journalism students in certain courses. UNLV TV staff teach classes, maintain the facility, and work with students to develop and produce programming and other media products. The school governs the unit, and professional staff affiliated with UNLV TV are members of the school and report directly to its director. The director and faculty involved are charged with assuring that students understand their responsibilities and that the BOR handbook guidelines regarding media are strictly followed.

UNLV supports co-curricular engagement of graduate and professional students through several student associations, including the Graduate and Professional Student Association (GPSA) which serves as a source of information for graduate and professional students regarding conference and research funding, social activities, community service, and more\textsuperscript{86}. GPSA’s Constitution, Bylaws, meeting schedule and other documents are available at its Council Meetings webpage\textsuperscript{87}. The Graduate College provides information about Graduate Student Life on a dedicated web

\textsuperscript{85} http://www.unlvrebels.com/auto_pdf/p_hotos/schools/unlv/sports/compliance/auto_pdf/09-policies-manual
\textsuperscript{86} http://gpsa.unlv.edu/
\textsuperscript{87} http://gpsa.unlv.edu/council/
The Boyd School of Law supports an extensive array of student co-curricular organizations, including:

- Student Bar Association
- Black Law Students Association
- Asian Pacific American Law Student Association
- Minority Law Students Association
- Native American Law Students Association
- Organization of Women Law Students

In addition, there are several organizations devoted to practice of law in specialty areas such as child advocacy, criminal, environmental, finance, gaming, health and real estate. Law students partner with law school faculty in co-curricular activities that include publication in the Nevada Law Journal (NLJ), and the UNLV Gaming Law Journal (GLJ). Web links to the NLJ and GLJ Bylaws are available at the Boyd School of Law’s Co-Curricular Activities web page.

The School of Dental Medicine student organization partners with faculty in delivering dental health care in several Community Service Clinics that deliver dental care to underserved populations. One of these programs has received an American Dental Association Foundation award in 2010 and earned national recognition.

2.A.18 The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.

The major terms and conditions of employment at UNLV are governed by the NSHE Board of Regents for faculty and professional (administrative) staff and the State of Nevada Personnel Commission for classified (hourly) employees. The BOR is responsible for the establishment and maintenance of the Board of Regents handbook, appendix 1, which contains the NSHE Code, human resource policies and procedures, and other policies. The NSHE Procedures and Guidelines Manual, appendix 2, contains specific direction on:

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UNLV Dental Students Earn National Award

In 2010 the UNLV School of Dental Medicine received the American Dental Association Foundation awarded the Bud Tarrson Dental School Student Community Leadership Award in recognition of an oral health treatment program for National Guard troops. The School received $5,000 with the award to enhance student education and outreach to underserved populations.

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88 http://graduatecollege.unlv.edu/current/studentlife/
89 http://law.unlv.edu/current-students/student-life/student-organization.html
90 http://law.unlv.edu/academics/co-curricular-activities.html
91 http://www.unlv.edu/dental/community-service
• Campus development
• Appointments and evaluations
• Salary schedules
• General guidelines and procedures
• Fiscal procedures
• Academic procedures
• Fees and tuition
• Degrees and awards
• Regent guidelines
• Safety
• Financial aid
• Millennium scholarship
• Identity theft prevention program (Red Flag rules)
• Data and information security

The NSHE Code, which is Title 2 of the handbook, appendix 3, is the equivalent of a constitution for the system and establishes the authority of the BOR through the Nevada Revised Statutes (NRS), the NSHE organizational structure, academic freedom tenets, tenure and personnel policies, and a code of conduct for the academic community.

Portions specific to human resource policies and procedures are included in appendices 2.A.18.1 and 2. All employment contracts for academic and administrative faculty (professional staff) incorporate the NSHE Code by including the following statement on each contract: “The Nevada System of Higher Education Code, the official document governing personnel matters and procedures concerning the professional staff, is a regularly published document and is available at each institution. Only the Code, Title 2 of the Board of Regents handbook, exclusive of any bylaws or other policies, is incorporated herein and by this reference made a part of this contract”.

Classified employees are governed by Chapter 284 of the Nevada Administrative Code. This document is available on the State of Nevada Division of Human Resources Management

92 http://www.leg.state.nv.us/nac/NAC-284.html
website and is maintained by that division. Changes are made upon adoption by the five-member Personnel Commission\(^93\).

Student employment policies are established by the UNLV Financial Aid & Scholarship Office\(^94\) and are available on its website\(^95\).

On the UNLV homepage, there is a Faculty/Staff link where Benefits and HR can be selected. Policies, procedures, forms and reference material pertaining to employment at UNLV are available for selection. The Human Resources Department periodically reviews and updates the materials.

An additional resource for faculty and professional staff is the Faculty and Professional Staff Handbook which is updated annually and maintained by the Office of the EVP & P and in appendix 2.A.18.4.

2.A.19 Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

Personnel policies and procedures, including benefits, are communicated to the university’s employees through various methods. New faculty, professional, and classified staff must attend a comprehensive Benefits Orientation. Included in this orientation class is a section on basic safety subjects such as:

- Nevada Workplace Safety, Safety Contact Information
- Workers Compensation
- General Safety Measures

A copy of all faculty and professional staff employment contracts are given to staff upon hiring which reference the NSHE code pertaining to conditions of employment such as powers and duties of employees, employee reviews, grievances, training, and education. Each professional and classified staff member is also given a Position Description Questionnaire (PDQ), appendix 2.A.19, that identifies the scope of responsibilities and duties of the position. New staff responsible for managing assets are given a copy of the Business Operations Guide\(^96\). The Human Resources website contains online resources and external references to the terms and conditions of employment\(^97\). Additionally, the Provost website and departmental sites point to these online resources. The colleges, schools, and departments maintain their own policies and procedures on their respective websites such as the College of Liberal Arts\(^98\). A handbook for

\(^{93}\) The State Personnel Commission is responsible for reviewing decisions of the director regarding contested personnel issues.

\(^{94}\) http://finaid.unlv.edu/workprograms/student-employment.html

\(^{95}\) http://www.unlv.edu/sites/default/files/24/StudentEmploymentSupervisorGuide.pdf

\(^{96}\) http://hr.unlv.edu/pdf/BusinessOperationsGuide.pdf

\(^{97}\) http://hr.unlv.edu/policies/workplace.html, http://hr.unlv.edu/policies/

\(^{98}\) http://go.unlv.edu/liberalarts/faculty-staff
faculty and professional staff provides easily available and clearly arranged information on a wide range of campus policies, as referenced in section 2.A.18.

Announcements of new policies and procedures are made through two types of email communications that are sent to everyone on campus: UNLV Today and/or UNLV Official. Offices that issue policies and procedures update their websites when a new policy is issued and send out an announcement to the campus community. Annual sessions on the promotion and tenure process are conducted by the Office of the EVP & P in conjunction with the Faculty Senate. The annual evaluation process for professional (administrative) staff includes a review of job responsibilities, duties, criteria, procedures for evaluation, and performance.

2.A.20 The institution ensures the security and appropriate confidentiality of human resources records.

The NSHE Code and Chapter 284 of the Nevada Administrative Code address and identify records that are confidential. The campus data policy also addresses the issue of information security, appendix 2.A.20. The Human Resources office ensures the security and appropriate confidentiality of records housed in the Human Resources office. All files are kept in locked cabinets within the office. All information is stored on password protected computer systems and access is limited to staff who need the information to perform their duties.

2.A.21 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.

The university maintains high standards regarding clear, accurate, and consistent messaging in its communication with its various audiences. The Office of Marketing and Public Relations in the Division of University Advancement is responsible for centralized and high priority communications projects. The office handles a sizable portion of the university’s marketing, web development, publications, electronic communication, and advertising. (Recently, Public Affairs was moved under its auspices as well.) Other units, including Athletics, the Performing Arts Center, and several colleges or schools have their own professional communicators who provide more targeted public relations/communication materials for their respective audiences.

When developing communication materials, whether for print or electronic purposes, UNLV’s professional communicators seek appropriate sources of information on and off campus, prepare materials carefully, and ask their sources to review the materials for accuracy before completing the projects. Many staff members belong to relevant professional organizations and follow best practices recommended by these organizations. If inconsistencies or inaccuracies are found, every effort is made to correct them as soon as possible.

The university communicates its academic intentions and programs through a number of vehicles, including both the undergraduate and graduate catalogs, which are now exclusively online. Extensive web information is provided by the colleges or schools and departments/units
on curriculum, programs, deadlines, and services. Also, UNLV currently has eleven undergraduate academic advising centers on campus whose mission is to inform students about academic programs. New students are required to schedule appointments with academic advisors, and advising is highly recommended for transfer students. The Academic Advising website notes that establishing a relationship with an academic advisor ensures that students are meeting their specific degree requirements and accomplishing their personal academic goals. Academic advising reinforces that academic programs can be completed in a timely fashion in a number of ways. Advisors create a plan of study for each student based on degree planning sheets that delineate course requirements from freshman year to senior year. Students also receive informational sheets that provide course rotation plans guiding them on degree completion within either a four- or five-year time frame. All of these materials are online and are produced for all degree programs.

At the graduate level, students can find a “Graduate Study Timeline”\(^99\) on the Graduate College website; it offers a step-by-step guide to the advancing through a graduate program. From meeting with an advisor to applying for graduation, a dozen steps are explained. Among these steps is “submit the Degree Plan Requirement Form”\(^100\), which requires students to map out their courses prior to completing 15 credit hours of work toward their degrees. The graduate catalog describes prescribed time limits for graduate students to complete their degree programs\(^101\). All of these measures ensure students understand that their academic degree programs may be completed in a timely fashion.

The review process for publications typically occurs before printing or electronic posting, as content for major university publications and websites is vetted with appropriate administrators before they are produced. Messages for major pieces, whether printed or electronic, are reviewed by top-level administrators who are clearly informed of the need for strategic messaging and consistent branding. This was evidenced in a recent discussion regarding the recently redesigned UNLV homepage, which was presented before its launch to the Academic Council. At this meeting, President Smatresk informed the deans that the new look and functionality of the homepage would be used on all college-level web pages. The process of converting to this new look and functionality is still under way and will be for some time.

Each unit is responsible for the review of content contained in its publications and web pages. Especially given the proliferation of web pages – there are thousands of UNLV web pages spread throughout campus emanating from multiple servers – it is difficult to determine if they are methodically checked to assure integrity in all representations about the university’s mission, programs, and services. However, as problematic websites or publications are occasionally identified, actions are taken to contact the appropriate administrator to resolve the situation (i.e., alter the website or correct the publication).

2.A.22 The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of

\(^99\) [http://graduatecollege.unlv.edu/current/guidance/](http://graduatecollege.unlv.edu/current/guidance/)

\(^100\) [http://graduatecollege.unlv.edu/PDF_Docs/degreePlanReq.pdf](http://graduatecollege.unlv.edu/PDF_Docs/degreePlanReq.pdf)

\(^101\) [http://catalog.unlv.edu/content.php?catoid=3&navoid=119](http://catalog.unlv.edu/content.php?catoid=3&navoid=119) (academic policies)
students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.

The administration is committed to the high ethical standards that are clearly expressed in numerous governing documents. Regulations and guidelines on ethical behavior are addressed at the state level through the Nevada Revised Statutes, particularly in the “Code of Ethical Standards”\textsuperscript{102}. Similar regulations are addressed at the NSHE level throughout the Board of Regents’ handbook, with special emphasis in such areas as “Compensated Outside Professional Services” (Title 4, Chapter 3, Section 8, page 9, appendix 1); “Standards of Conduct” (Title 2, Chapter 6, Section 6.2.2, page 4, appendix 3); and “Conflicts of Interest Prohibited” (Title 4, Chapter 10, Section 1, number 7, appendix 1, page 2).

UNLV’s bylaws address guidelines at the campus level, and specific units within the university develop policies to address more targeted ethical concerns. The list of policies below represents just a sampling of the many designed to assist the campus community in achieving and maintaining ethical standards.

**Finance and Administration (including Human Resources)**
- UNLV Alcohol and Drug Free Workplace Policy
- UNLV Disclosure of Improper Governmental Action Policy
- UNLV Nepotism Policy
- UNLV Sexual Harassment Policy
- UNLV Consensual Relationships Policy
- UNLV Purchasing Code of Ethics
- Internal Controls and the Roles and Responsibilities of University Financial Administrators
- University Business Operations Guide

**Research**
- UNLV Conflict of Interest and Commitment Policy
- UNLV Research Misconduct Policy
- UNLV Policy on Laboratory Animal Care and Use
- Institutional Review Board (IRB)/Human Subjects Research Policy

**Student Affairs**
- UNLV Financial Aid and Scholarships Code of Ethics

\textsuperscript{102} http://www.leg.state.nv.us/NRS/NRS-281A.html#NRS281ASec400
• UNLV Student Conduct Code
• Students of Concern Policy
• Student Email Policy

The above policies are on posted on the university’s website. Additionally, the University Policy Committee remains active and has created a website to aid the campus units in their policy-making efforts, providing a guide to the policy development process and other tools for policy making.\textsuperscript{103}

Despite the numerous policies addressing high ethical standards, it appears that a significant portion of the campus community questions the institution’s commitment to such standards. In the 2010-2011 Campus Climate Survey\textsuperscript{104}, half of the respondents answered “No” to the question of whether “the right thing usually happens at UNLV” (see appendix 2.A.22.1). Though the term “the right thing” is somewhat vague, these results appear to indicate that UNLV can improve perceptions of its commitment to application of ethical standards.

Relative to the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies, policies exist at a variety of levels to address complaints and grievances, including the NSHE Code, appendix 3, which contains personnel policy for faculty and professional staff; the Nevada Administrative Code\textsuperscript{105}, which addresses personnel policy for classified staff; and the Student Conduct Code, appendix 2.A.15.1, which contains guidelines for students; all contain timelines for resolution. Some individual units also have mechanisms for appeal of rules and prescribed procedures. For example, the Graduate College has appeals processes for actions ranging from changing a grade to separating a student from an academic program.

The aforementioned Campus Climate Survey suggests that perceptions of the fair and equitable treatment of faculty should be examined more closely. Faculty expressed concerns with evaluation, standards for tenure and promotion, and personnel issues. The thematic summary of written comments from the survey addresses eight areas discussed by respondents; these include a discriminatory environment; lack of appreciation and positive feedback; financial and educational resources strain; insularity and lack of inclusiveness in administration; lack of community and common purpose; inequities in the comparative value placed on teaching, research, and service; dissatisfaction with tenure/promotion/evaluation processes; and satisfaction with the experience of working at UNLV. Six recommendations were made in the report on the survey, appendix 2.A.22.1, and they very specifically define what campus units should take action and how. The survey results were widely distributed on campus, and plans for a three-year campus climate evaluation cycle were established. Additionally, the colleges, schools, and major functional units have been asked to identify the issues raised by the survey results that pertain to their respective areas and to develop action plans in consultation with appropriate stakeholders.

\textsuperscript{103} http://provost.unlv.edu/committees/policy/resources/
\textsuperscript{104} There were 926 respondents for a response rate of 33.1%
\textsuperscript{105} http://www.leg.state.nv.us/nac/NAC-284.html
It should be noted that the Campus Climate Survey was conducted during a very difficult time for the university. Several exercises on eliminating programs had recently been conducted, and lists of the prospective cuts had just been made public. The new governor had recently taken office after running on a “no new taxes” platform; as a result, a very limited revenue stream was expected to be available for higher education in the next legislative session. It was difficult to predict the actions of the legislature; the university’s government relations officer had recently been offered an external position, leaving UNLV without important representation. The many uncertainties of this period undoubtedly affected the survey results.

In one response to the survey results, an activity called Listening to Departments was initiated to obtain information that could be acted upon. The president asked the faculty of every academic department or school on campus to prepare reports outlining their perceived needs, concerns, and short- and long-term plans for strategic progress. Once all reports were received, the president, EVP & P, and the president’s senior advisor for the 2011-12 academic year, Dr. Marta Meana, convened and attended meetings with every academic department on campus to have an open discussion of the issues raised in the reports. A summary of these conversations was compiled and it listed department-specific perceived barriers to progress, requests for resources and services, areas identified by departments as needing their focused attention, and other highlights from the informal conversations. Topics ranged from financial aid issues to difficulty hiring faculty in certain disciplines, to remodeling of space, to community involvement initiatives and a number of other exciting research and educational developments. A meta-summary of common themes and associated strategies discussed across departments was also compiled. The Office of the EVP&P has been reviewing the reports and summaries in order to follow-up on specific concerns that can be immediately addressed and to plan for more distal initiatives. The Listening to Departments exercise is being repeated in academic year 2012-13, focusing on professional staff and classified (or hourly) staff to continue the unfiltered dialogue between employees and the EVP&P and president.

A Faculty Mentoring Program was created for faculty development as another response to the Listening to Departments activity. The program was created and is administered by a Provost’s Fellow, Dr. Liam Frink. Senior faculty were chosen to be mentors for the new faculty hires for 2012-13 through their publication/scholarly records, individual conversations with them about their interest in participating in mentoring, and questionnaires the new faculty hires filled out. Faculty matches were made with particular attention to diversity. These successful scholars are individuals who continue to be engaged in UNLV’s faculty community of governance. Additional phases and activities are planned for the near future of the Faculty Mentoring Program, appendix 2.A.22.2.

Another response to the climate survey was announced in November 2012 and that is the formation of a Committee on Full Participation, Diversity, and Engagement. Established, as recommended and approved by the Faculty Senate in 2012, the committee will be responsible for the development of a diversity planning process that provides structure, accountability, and stability. Also as recommended by the Faculty Senate, the outcome of the planning process will culminate in a university-wide diversity plan, which defines strategies and assigns accountability for achieving the institution’s goals. The plan will include exit interviews of faculty and staff, and periodic campus climate surveys which will include academic and administrative faculty
(professional staff), and classified staff. The data from the surveys will be publicly available.

In January 2013, the president announced the selection of William S. Boyd Law School Professor Robert Correales as the first Ombudsperson at UNLV. The office is an independent resource, open to all university faculty, students and staff. The mission of the office is to promote fair and equitable treatment for all members of the University community. The office is also available to provide confidential upward feedback to the university administration. Office operations are consistent with the code of ethics and standards of practice of the International Ombudsman Association.

UNLV continually works to address issues brought forward by students, faculty, and staff. The university strongly believes in and strives to consistently demonstrate high ethical standards in managing and operating the university.

2.A.23 The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.

The institution adheres to clearly defined policies regarding conflict of interest. At the state, system, and university levels, laws and policies clearly define conflict of interest and its regulation in a number of contexts. For example, there are rules regarding conflict of interest relative to purchasing, to research, to hiring, etc. The Board of Regents Handbook outlines Conflict of Interest (COI) policy for the governing board in Title 4, 1.3, “Statutory and Policy Prohibitions for Members of the Board of Regents.” It addresses several different sources of potential conflicts of interest:

**Section 3. Statutory and Policy Prohibitions for Members of the Board of Regents**

1. Regents are subject to the code of ethical standards of the State of Nevada (*Nevada Revised Statutes* (NRS) 281A.400 – 281A.480) promulgated to govern the conduct of public officers and employees. These sections of the NRS include, but are not limited to, provisions related to acceptance of gifts and services (NRS 281A.400), voting (NRS 281A.420), bidding on contracts (NRS 281A.430), and honorariums (NRS 281A.510). Regents are also subject to certain additional conflict of interest provisions contained in other sections of the *Nevada Revised Statutes* and in this Handbook.

   a. *Nevada Revised Statutes* 396.122 prohibits a member of the Board of Regents from being interested, directly or indirectly, as principal, partner, agent or otherwise, in any contract or expenditure created by the Board of Regents, or in the profits or results thereof.
b. Board policy related to Regents’ conflicts of interest concerning the purchase of supplies, equipment, services, and construction under any contract or purchase order is stated in Title 4, Chapter 10, Section 1(7).

c. Board policy related to Regents’ conflicts of interest concerning management of investment accounts is stated in Title 4, Chapter 10, Section 5(5).

d. Board policy related to Regents’ conflicts of interest concerning nepotism is stated in Title 4, Chapter 3, Section 7.
(B/R 12/08)

UNLV’s Conflict of Interest Policy\(^{106}\), updated in 2012, addresses both conflict of interest and compensated outside services. UNLV’s Office of Research Integrity and the Office of the Executive Vice President & Provost jointly administer this area. Each year, all faculty and professional staff are required to complete a disclosure form to indicate if they are receiving compensation for outside services. Annual reports with aggregate data are generated by the Office of Research Integrity; they include the number and percentage of faculty and professional staff requesting scholarly and professional outside compensated services; number of conflict of interest reports; number of COI forms reviewed at a level higher than the employee’s supervisor; and number of actual conflicts of interest. The most recent report is included in appendix 2.A.23.

Education is the primary purpose of the institution, and UNLV operates as an academic institution with appropriate autonomy. As a state institution, it has no particular official social, political, or religious affiliations and does not require its constituencies to conform to specific beliefs or worldviews. Its codes of conduct are those requiring reasonable and legal behavior, such as those outlined in the Student Conduct Code. All codes are available on the web, and the Student Conduct Code is discussed in the undergraduate and graduate catalogs. Also, employees consent to follow appropriate codes as a condition of their employment.

While the institution does frequently partner with corporations for purposes such as research, fund-raising, and acquisition of products/services, clear contractual relationships are established with memos of understanding and/or contracts. Guidelines and guidance are provided to prospective private sector partners on the web. For example, the Division of Research and Graduate Studies offers guidance to prospective private-sector partners on establishing research agreements with the university\(^{107}\). Also, the Office of Purchasing and Contracts provides a website titled, “How to Do Business with UNLV”\(^{108}\).

2.A.24 The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

The university’s Intellectual Property Policy, which covers the issue of copyright as well as intellectual property, was established in 2004 and can be found in appendix 2.A.24.1. The

\(^{106}\) http://research.unlv.edu/compliance/coi/coi_policy.pdf
\(^{107}\) http://research.unlv.edu/community/guide.html
\(^{108}\) http://purchasing.unlv.edu/purchasing/how-to-do-business
University also has a copyright information website\textsuperscript{109}. The university has several additional ancillary policies addressing copyright, including the Reprographics and Design Services Copyright Policy, appendix 2.A.24.2; the Department of Music’s Copyright Policy\textsuperscript{110}; the ResNet (residential life’s network) Copyright Policy\textsuperscript{111}; and the Digital and Media Copyright Compliance Policy\textsuperscript{112}.

2.A.25 The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms “Accreditation” and “Candidacy” (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.

UNLV accurately represents its accreditation actions and status. The university’s primary source of information about accreditation by the Northwest Commission on College and Universities is found on the Office of the EVP & P webpage\textsuperscript{113}. The undergraduate\textsuperscript{114} and graduate catalogs\textsuperscript{115} also contain the information that the university is accredited by the Northwest Commission on College and Universities. Discipline based accreditations are also identified in the catalogs.

2.A.26 If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission’s Standards for Accreditation.

When the university enters into contractual agreements with vendors for products and services, many state laws and institutional policies and procedures are in place to ensure that proper business practices are employed. Purchasing and contract administration are closely regulated by state law, as documented in NRS Chapter 333, Section 333.010-333.820\textsuperscript{116}, the State Purchasing Act. Additionally, the NSHE Procedures and Guidelines Manual on Fiscal Procedures, Chapter 5, Section 2,\textsuperscript{117} addresses “Purchasing and Related Procedures.” The university employs standard industry practices relative to requiring vendor agreement with contractual terms and conditions; this protects the interests and integrity of the university. The institution also requires scope of work documentation for services provided, and it meets prescribed guidelines relative to informal and formal solicitations and competitive solicitation exceptions. UNLV’s purchasing policies are described on the university website\textsuperscript{118}, as are guidelines on “How to do Business

\textsuperscript{109} http://provost.unlv.edu/copyright/
\textsuperscript{110} http://music.unlv.edu/students/copyright.html
\textsuperscript{81} http://www.unlv.edu/sam/registration
\textsuperscript{112} http://provost.unlv.edu/files/Digital-Media-Copyright-Compliance.pdf
\textsuperscript{113} http://provost.unlv.edu/nwccu/
\textsuperscript{114} http://catalog.unlv.edu/content.php?catoid=6&navoid=527&hl=accreditation&returnto=search
\textsuperscript{115} http://catalog.unlv.edu/content.php?catoid=8&navoid=701&hl=accreditation&returnto=search
\textsuperscript{116} http://www.leg.state.nv.us/NRS/NRS-333.html
\textsuperscript{117} http://system.nevada.edu/tasks/sites/Nshe/assets/File/BoardOfRegents/Procedures/P_GM_CH05_-_FISCAL_PROCEDURES%281%29.pdf
\textsuperscript{118} http://purchasing.unlv.edu/purchasing/policies
with UNLV. UNLV’s Purchasing Office was audited in July 2010 as part of the NSHE Internal Audit of UNLV for the period of 7/1/09-6/30/10. There were no significant findings and no findings related to the purchasing function. All routine purchasing contracts are reviewed and signed by the office’s managers. The purchasing staff is trained on purchasing law and best practices within the industry; the office’s leadership and several staff members possess the Certified Purchasing Manager (C.P.M.) certification. Additionally, the UNLV Office of General Counsel provides assistance with legal negotiations necessary for finalizing contracts.

The university ensures that its contractual agreements are consistent with the university mission and goals, as well as the Commission’s standards, and its activities in this area facilitate the accomplishment of Core Theme 2: Advance and Support Research, Scholarship, and Creative Activity and Core Theme 3: Foster Inclusion and Community Engagement.

The Purchasing Office’s Supplier Inclusion Program, which seeks to ensure that minority-, veteran-, and woman-owned businesses have access to potential opportunities with the university, also supports Core Theme 3: Foster Inclusion and Community Engagement.

Academic Freedom

2.A.27 The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

Academic freedom permits the exploration of questions, experiments, and ideas on the university campus. This freedom is essential to the academic process. At UNLV, academic freedom is the right of all members of the faculty, part-time or full-time, graduate assistants and fellows, and invited guests. Academic freedom is described in the NSHE Board of Regents handbook, Title 2, Chapter 2, Sections 2.1 - 2.3, appendix 2.A.27.

The university recognizes the importance of academic freedom to the common good. Academic freedom is extended to both the classroom and research. In the classroom, academic freedom is acknowledged for the faculty member and the student. Faculty members have the freedom and obligation to investigate subjects with openness and integrity, regardless of potential political, social, or scientific controversies. To assure this freedom, faculty members are not subjected to censorship or discipline regarding expressed opinions or views that are controversial, unpopular, or contrary to the attitudes of the university or community. The concept of academic freedom is accompanied by the equally demanding concept of academic responsibility. A member of the faculty is responsible for the maintenance of appropriate standards of scholarship and instruction. UNLV is committed to supporting the performance of high-quality research conducted in an ethical manner and in compliance with relevant regulations and policies. The tenets of academic freedom do not permit or give license to any form of research misconduct, research that is not ethical, or research that does not comply with relevant policies and regulations.

The UNLV Faculty Senate has a standing committee on academic freedom. The role of the committee is to investigate academic freedom complaints. These complaints must be academic

119 http://purchasing.unlv.edu/purchasing/how-to-do-business
freedom violations as defined by the NSHE handbook. Upon review of complaints, the committee decides if there is merit in pursuing further action. For instances that warrant further investigation, information is sought from all concerned parties. The committee has no enforcement or legal sanction capabilities. Reports are provided to the Executive Committee of the Senate. The Executive Committee of the Senate will take actions based upon the committee report. Within the last three years, two events associated with academic freedom were investigated by the committee. Both of these events were resolved; one by discussion with a subcommittee and the other from application of existing policies and procedures related to academic freedom.

2.A.28 Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.

UNLV’s bylaws, appendix 4, make it clear that the principles of academic freedom and responsibility apply in the research function of the university as well as in the teaching function. Academic freedom is coupled with academic responsibility.

Faculty members also have freedoms associated with community citizenship. It is recognized that a faculty member is a citizen of the community, a learned professional as well as a university employee. A faculty member speaking is free from institutional interference and censorship while acting as a citizen outside of the university setting. Within this freedom, the university expects faculty members to realize their actions can influence the public view of the institution and profession. Therefore, it is expected that faculty members should be accurate in their statements and respect divergent opinions. When necessary, it is expected that faculty members will clearly indicate their opinions may not be shared by the university.

The university’s Libraries have policies related to the vigorous protection of researchers’ academic freedom. The Libraries do not filter Internet access and do not keep records of Internet usage, such as websites visited by a patron. The Libraries provide, to authorized users, open access to the Internet for academic and educational purposes. This policy upholds the individual’s right to privacy, and at the same time bears responsibility for providing individuals an environment free of sexual and other forms of harassment in which to work and study. Staff do not monitor content or censor access to material that others may find offensive. University policy prohibits conduct that interferes with an individual’s work or academic performance or creates an intimidating, hostile, or demeaning employment or educational environment. The Libraries Computer Use policy states:

Users of Libraries’ computers are responsible for appropriate and legal use. Appropriate use of computing resources means: respecting the rights of other computer users; protecting the integrity of the physical and software facilities; complying with all pertinent license and contractual agreements; and
obeying all NSHE regulations and state and federal laws.\textsuperscript{120}

2.A.29 Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.

UNLV’s colleges and schools have a variety of methods for ensuring that teaching faculty present scholarship fairly, accurately, and objectively. For example, the Howard R. Hughes College of Engineering’s courses are scientific and technical in nature; thus there is limited room for interpretation and subjectivity in the curricula. The William F. Harrah College of Hotel Administration has bylaws that require faculty to “seek and state the truth as one sees it,” yet points out that faculty have an obligation to “exercise critical self-discipline and judgment in extending and transmitting knowledge.”

The College of Sciences relies on an annual report submitted by each faculty member which describes in detail scholarly accomplishments. Enough detail must be given so that faculty peers in their home unit may objectively evaluate the body of scholarship for that particular year. The scholarship is then reviewed by the peer body, usually the department/school personnel committee. Recommendations based on this peer review are then passed onto the department chair or school director. The chair/director then performs a second, independent evaluation of the scholarship report.

The faculty handbook is updated annually and contains a section on Professional/Ethical Standards, including academic freedom, appendix 2.A.29. The Office of Research Integrity also serves as a resource for faculty to help ensure that research is conducted responsibly and the risk of misconduct is minimized\textsuperscript{121}. All individuals who have received applicable grants from either NIH or NSF are required to complete training in the Responsible Conduct of Research (RCR). RCR is defined by the NIH as the practice of scientific investigation with integrity. It involves the awareness and application of established professional norms and ethical principles in the performance of all activities related to scientific research. Training in RCR must occur at least once during each career stage, and at a frequency of no less than every four years.

The principal investigator (PI) on applicable grants must agree to participate in the university's efforts to comply with federal requirements; they are responsible for ensuring that all of the required individuals on their grants complete the UNLV RCR training.

UNLV’s basic required training in RCR includes an eight-hour, in-person seminar series and the Collaborative Institutional Training Initiative (CITI) RCR course. The CITI course covers the topics of Ethical Issues in Research; Data Acquisition and Management; Conflict of Interest and Commitment; Research Misconduct; Mentor/Trainee Responsibilities; Responsible Authorship; Responsible Peer Review; and Collaborative Research.

In addition to the CITI course, a series of seminars are offered each semester on the RCR topics listed above with the addition of information about ethical research with humans and animals.

\textsuperscript{120} \url{http://www.library.unlv.edu/services/policies/computeruse.html}

\textsuperscript{121} \url{http://research.unlv.edu/compliance/}
This RCR seminar series is also required of trainees on applicable NIH and NSF grants. The seminars are taught by seasoned PIs who share both instructional materials and case studies. All instructional materials are also posted online\textsuperscript{122}. Upon completion of all eight modules (four two-hour courses with two modules per course), individuals receive a completion certificate. In total, the required training will account for at least eight hours of face-to-face instruction with supplemental on-line training.

**Finance**

2.A.30 The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.

State statute grants the Board of Regents sole authority for receiving and disbursing funds on behalf of all Nevada System of Higher Education institutions including UNLV. The BOR has codified policies for financial planning and budgeting in the BOR handbook, appendix 2.A.30.1.

System and institutional procedures ensuring compliance with BOR policies are under the purview of the Chancellor of the Nevada System of Higher Education, as empowered by the Board of Regents. System policies and procedures are documented in the Nevada System of Higher Education Procedures and Guidelines Manual, appendix 2.A.30.2.

The Board of Regents annually approves the UNLV operating budget and on a biennial basis, the capital priorities, which are identified by each institution and ranked and prioritized for the NSHE. The BOR receives various financial reports including:

- annual state and self-supporting budget to actual
- annual accountability reports comparing the approved budget to actuals and to the legislative approved budget
- quarterly reports highlighting the cause for any cash deficits within specific accounts or programs along with a correction plan
- midyear reporting of self-supporting budget additions or revisions over a certain dollar limit

Quarterly reporting of state budget transfers across functional categories is also submitted to the BOR.

The Board establishes cash management and debt policies which are then monitored and controlled through Board action at their quarterly meetings through standing committees. These standing committees consist of the Business and Finance Committee, the Audit Committee and

\textsuperscript{122}  \url{http://www.unlv.edu/research/responsible-conduct}
the Investment and Facilities Committee.

The Board of Regents Audit Committee reviews audit findings presented by the NSHE audit staff along with campus responses to those items at each quarterly Board meeting. The Board of Regents monitors UNLV’s institutional fundraising activities via annual reporting by the UNLV Foundation (see December 2, 2011 meeting agenda, Appendix 2.A.30.3).

Transfers are made to meet debt service requirements and mandatory matching requirements for federal loan programs. Other transfers are infrequent and generally provide matching funds for sponsored research programs.
2.B – Human Resources

2.B.1 The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.

The University of Nevada, Las Vegas currently employs just over 2,800 permanent employees plus student employees, with approximately 30% in the support and operations functions. UNLV’s permanent workforce has decreased by about 18% since the high employment mark in April 2008. Because of budget cuts, UNLV streamlined processes, increased automation of selected business transactional processes, and reduced or eliminated non-essential services. These actions increased efficiency and effectiveness in response to the reduction in staff and mandatory furloughs. Academic unit reductions in staff led to the reduction of degree programs and majors and increased workloads for faculty, either through teaching more courses or larger enrollment in courses.

<table>
<thead>
<tr>
<th>Date</th>
<th>Academic Faculty</th>
<th>Professional Staff</th>
<th>Postdoctoral Scholars</th>
<th>Classified Staff</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 30, 2012</td>
<td>896</td>
<td>998</td>
<td>37</td>
<td>974</td>
<td>2905</td>
</tr>
<tr>
<td>Aug. 31, 2011</td>
<td>868</td>
<td>911</td>
<td>36</td>
<td>1007</td>
<td>2822</td>
</tr>
<tr>
<td>Apr. 30, 2008</td>
<td>1036</td>
<td>1113</td>
<td>38</td>
<td>1281</td>
<td>3468</td>
</tr>
</tbody>
</table>

The Office of Human Resources maintains a rigorous process for attracting and employing qualified personnel, appendix 2.B.1.1. Search committees are used at UNLV. These committees utilize resources on the Human Resources website. Open faculty and professional staff positions are posted on HigherEdJobs.com, unless only an internal candidate will be considered. Informational videos detailing the recruitment and search process have been created to educate search committees on their roles and responsibilities. Classified recruitment is governed by the rules and procedures set by the State of Nevada Personnel Commission and the State Department of Personnel, appendix 2.B.1.2.

An accurate job description is required as part of the initial recruiting/hiring process for new positions. Revised job descriptions are required when positions are vacated and recruitment is to commence, or when positions are reclassified, appendix 2.A.19. The professional staff and classified staff annual evaluation forms include sections where the supervisor confirms that the “Position Description Questionnaire” or the “Work Performance Standards” are an accurate reflection of the position. These procedures ensure that job descriptions are generated for all staff and they are maintained and updated as needed.

123 Data was obtained from the Human Resources department in Dec. 2012.
124 [http://hr.unlv.edu/videos/index.html](http://hr.unlv.edu/videos/index.html)
125 [http://hr.unlv.edu/search/search-facpro.html](http://hr.unlv.edu/search/search-facpro.html)
2.B.2 Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.

The NSHE Code, appendix 3, and Chapter 284 of the Nevada Administrative Code require annual evaluations of faculty, professional, and classified staff. The UNLV Bylaws also require annual evaluations of faculty and professional staff, appendix 2.B.2.1. Evaluations for UNLV faculty and professional staff are completed on a calendar year basis and are due to the Human Resources office by March 1 of each year. Professional staff evaluations are based on the Position Description Questionnaire (PDQ), appendix 2.A.19.1. Department chairs or directors are evaluated annually, both as faculty and as administrators.

Evaluations for classified staff occur annually on the hiring anniversary date for each employee. In December 2011, Human Resources rolled out a new, automated system called Classified Staff Notification of Appraisal Process. This system emails both supervisors and department liaisons on a monthly basis notifying them of upcoming evaluations that are due in the next 60 days. Evaluations are required per the Nevada Revised Statues; however, should an evaluation not be completed, statutes dictate that employee performance will be “deemed standard”, appendix 2.B.2.3, and any associated salary increase due them would occur as scheduled.

The president is evaluated in accordance with the NSHE requirements and UNLV Bylaws at least every three years. NSHE requirements state that the president reports to the chancellor and will be evaluated by an evaluation committee in accordance with procedures approved by the Board of Regents. Additional information on the president’s evaluation is contained in 2.A.11.

Administrators other than the president, including the executive vice president and provost, vice presidents, deans, associate and assistant deans and other administrative positions are required by the NSHE to be evaluated annually. Human Resources tracks evaluations and send reports to the president and each member of the president’s cabinet showing completion status. Ultimately, the president and his cabinet officers are responsible to ensure that each staff member is evaluated annually as required by the NSHE Code. The Human Resources office provides online resources and guidance126.

2.B.3 The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.

The academic units facilitate professional growth of faculty in many ways. The units provide faculty development funds to send faculty to conferences, workshops, and professional meetings. One college set up a Teaching Round Table utilizing experts to address topics to help faculty improve their teaching skills. Faculty are encouraged and supported by their departments and deans to be involved in professional organizations to stay current in their fields. The university offers sabbatical and faculty leave opportunities to foster professional growth. Sabbaticals and faculty leaves are described more fully in 2.B.5.

126 http://hr.unlv.edu/new/eval-merit.html
The Consortium for Faculty Professional Opportunities\textsuperscript{127} (CFPO) includes representatives from university units that have faculty support and professional development as part of their mission. CFPO members work together to facilitate conversations, leverage resources, share expertise, seek opportunities, develop programming, and, in general, foster a faculty climate of innovation and support, collaborating on faculty professional development efforts in the enhancement of research, teaching, and learning.

UNLV’s Staff Development Office in the Human Resource Department designs and delivers training programs to help staff develop and enhance essential workplace skills and increase job effectiveness. A variety of training options are available via the website. Some examples of training offered through Human Resources include:

- Search Committee
- Supervising Classified Staff
- Equal Employment Opportunity
- Interviewing and Hiring
- Alcohol and Drug Testing
- Progressive Disciplinary Procedures
- Handling Grievances
- Professional Staff Evaluation Training
- State Classified Supervisor Training
- WEB Contract Training
- Sexual Harassment Prevention
- Write to the Point
- Travel Process & Procedures
- Independent Service Provider

Examples of in-person workshops are available online\textsuperscript{128}.

Human Resources conducts campus surveys to assess training needs. Upon the conclusion of a

\textsuperscript{127} \url{http://cfpo.unlv.edu/past-events}
\textsuperscript{128} \url{http://hrfs.nevada.edu/hrsd/default.aspx}
survey, a gap analysis is performed and Human Resources determines if current resources permit internal attention to any identified training needs. If internal resources cannot fill the needs identified, Human Resources will direct campus constituents to external sources.

Although each academic and administrative unit is responsible for the professional growth and training of their staff, there are many campus wide opportunities for growth and development. Examples include:

- Office of Academic Assessment workshops
- Professional Staff Development
- Grant-in Aid programs for all UNLV staff
- Information Technology workshops
- MyUNLV provides online training tutorials, such as FERPA, Advising Basics and Admission Basics

The Office of the Executive Vice President and Provost supplies funding for faculty travel. The University Faculty Travel Committee is appointed by the Executive Vice President & Provost and is charged with recommending the distribution of funds to support faculty travel and development. Faculty can apply for up to $1,000 per academic year of travel funding. The funding has varied with recent reductions in UNLV’s funding as shown in the chart below.

<table>
<thead>
<tr>
<th>Faculty Travel Funding</th>
<th>Prior years</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>$100,000</td>
<td>$50,000</td>
<td>$50,000</td>
<td>$80,000</td>
<td></td>
</tr>
</tbody>
</table>

Individuals in administrative positions are encouraged to attend professional meetings and conferences both in their academic discipline and their administrative specialty.

2.B.4 Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

The state of Nevada has been hit hard by the recent economic recession. State funding to UNLV has been reduced significantly. As a result, over the past 3 years there has been a 16% decrease in faculty (see section 2.A.1 and the table in 2.B.1). Student enrollment has also decreased slightly over the same period, but stabilized in fall 2012. To compensate for the reduction of faculty, workloads for faculty have increased, along with class sizes, and there has been a reduction in the number of degrees and programs offered. In spite of these issues, the Student Satisfaction Inventory survey conducted in spring 2011 indicated very little change in student’s perception of quality of instruction from 2008 to 2011 as shown in the table below.
Student Satisfaction Inventory Results for Instructional Quality
(on a scale of 1-7, 7 being highest)

<table>
<thead>
<tr>
<th>Statement</th>
<th>UNLV 2008</th>
<th>UNLV 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>The quality of instruction I receive in most classes is excellent</td>
<td>4.97</td>
<td>4.90</td>
</tr>
<tr>
<td>Nearly all faculty are knowledgeable in their field</td>
<td>5.30</td>
<td>5.33</td>
</tr>
<tr>
<td>Adjunct faculty are competent as classroom instructors</td>
<td>4.79</td>
<td>4.78</td>
</tr>
</tbody>
</table>

The colleges and schools have each developed a college/department mission and a strategic plan which is consistent with the university’s mission, core themes, programs and service characteristics. This is used as a basis for establishing academic programs and policies, developing current faculty and recruiting future faculty. Faculty who are effective in the classroom, advance their discipline through highly-visible research, and provide service to their institution, profession, and community, are encouraged and rewarded by such means as cash awards, provision of travel funds for relevant conferences, and graduate assistant support. By employing and developing sufficient qualified faculty, the university has maintained specific program accreditation for many of its programs. A list of programs that are current in their accreditation can be found on UNLV’s website. New faculty is selected based on their abilities to engage in research, teaching and service to the university and industry and their commitment to the fulfillment of UNLV’s mission.

The university has seen a 16% decline in academic faculty since 2008 (see the table in 2.B.1). To compensate for this reduction resulting from state budget cuts, the academic units have increased the workload of full time faculty, increased class size and reduced the number of degree programs. Some of the units also combined departments and programs to reduce costs and increase efficiency. Total student enrollment has also slightly declined since 2008. For fall 2012, the university hired about 70 new faculty members, recruiting the highest quality and diverse faculty to carry out the university’s mission and goals. A current profile of faculty is shown in the table below.

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129 The William F. Harrah College of Hotel Administration has two funds for faculty cash awards: The Caesars Foundation funds cash honorariums for faculty members who have published in the top tier hospitality journals. The Boyd Teaching Awards and Service Awards fund is for cash awards to faculty demonstrating outstanding performance in either of the two areas.

130 [http://provost.unlv.edu/vpaa/accreditation.html](http://provost.unlv.edu/vpaa/accreditation.html)
<table>
<thead>
<tr>
<th>Rank or Classification</th>
<th>Incumbent Numbers of ACs, LAs and GAs</th>
<th>Numbers in Highest Degree</th>
<th>Less than Bac</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full Time</td>
<td>Part Time</td>
<td>D</td>
</tr>
<tr>
<td>Professor</td>
<td>264</td>
<td>0</td>
<td>237</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>245</td>
<td>0</td>
<td>209</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>126</td>
<td>0</td>
<td>105</td>
</tr>
<tr>
<td>Instructor and Lecturers</td>
<td>34</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Graduate Assistant (GTA)</td>
<td>0</td>
<td>537</td>
<td></td>
</tr>
<tr>
<td>Research Assistant (GRA)</td>
<td>0</td>
<td>345</td>
<td></td>
</tr>
<tr>
<td>Visiting - All Job Classes</td>
<td>63</td>
<td>0</td>
<td>26</td>
</tr>
<tr>
<td>Other: (FULLTIME)²</td>
<td>135</td>
<td>0</td>
<td>101</td>
</tr>
<tr>
<td>Other: (PARTTIME)³</td>
<td>0</td>
<td>533</td>
<td>60</td>
</tr>
</tbody>
</table>

1 Visiting Job Description Include: Visiting Professor, Visiting Assoc Prof, Visiting Asst Prof, and Visiting Lecturer

2 Other Fulltime: Examples of Job Descriptions: Executive Director, Directors, Prog/Proj Directors, Assoc Dean, Assistant Deans, Research Professors, Prof In Residence, Affiliate Professors, Associate Research Professors, Affiliate Assoc Prof, Assoc Prof In Residence, Affiliate Asst Prof, Asst Research Prof, Asst Prof In Residence

3 Other Part-time: Examples of Job Descriptions: PT-Instr, Acad Cred Prov Cntr, PT-Inst, Acad Cred Dept Fund, LOA-Instructions Non-Credit

2.B.5 Faculty responsibilities and workloads are commensurate with the institution’s expectations for teaching, service, scholarship, research, and/or artistic creation.

Each academic unit is expected to establish a workload policy consistent with the UNLV Workload Assignment Policy, appendix 2.B.5.1, derived from the university’s bylaws, appendix 4. These workload policies reflect UNLV’s mission and goals and establish expectations for:

- Teaching
- Research
- Professional Development
- Maintaining currency in academic discipline
- Service

College workload policies are available in appendix 2.B.5.2. Most faculty are on a nine-month contract and teach three 3-credit courses a semester. Faculty may seek reassignment for sponsored research, Ph.D. students, university service, administrative responsibilities, or for
other activities. Faculty reassignments must be approved by a unit leader and a dean.

The university offers sabbatical and faculty leave opportunities for the purpose of scholarship, creative activity, and professional instruction in an area of specialization. Both types of leaves are granted on the basis of the merits of the application submitted by the applicant, outlining the proposed use of the leave. Comparisons, guidelines and directions for the sabbatical and faculty development leave are on the Faculty Senate webpage\textsuperscript{131}. The number of sabbatical leaves granted for each academic year is limited by the Nevada State Legislature to two percent of the academic faculty in the current year\textsuperscript{132}. The NSHE authorizes the number of leaves, based on FTE, for each institution and sends a memo to the institution. Faculty development leaves are awarded based on a competitive process and, generally, about three per academic year are awarded.

UNLV requires all faculty members to complete and submit a comprehensive Faculty Annual Work Report during the beginning of every spring semester, accounting for the previous calendar year. A report of the results is compiled every two years at the NSHE offices and the 2010 report (the most recent available) is included as appendix 2.B.5.3. The reports are used to monitor faculty progress, including research and publications, workload, and school and community involvement. Certain categories within the report also document information that is used to assess whether the program has met certain objectives. Department chairs and deans also use this report for faculty evaluations.

2.B.6 All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member’s roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

The UNLV Bylaws and NSHE require annual faculty evaluations, appendix 2.B.6.1. Evaluation forms are included in appendices 2.B.6.2-3. Faculty are also evaluated every semester by students in the courses they teach and these results are available to the faculty member and to the relevant administrators. The Faculty Annual Work Report is a critical tool used by the department chairs and deans in preparing evaluations. Faculty members are evaluated in terms of teaching, research and service.

In teaching, the evaluation may include a review of teaching philosophy, course syllabi, assignments, level and size of the course taught, new course/laboratory development grade distributions and results of student evaluations. Other considerations that may be included in the evaluation are the number of M.S. and Ph.D. students supervised and graduated, teaching grants, undergraduate students supervised for capstone projects, teaching publications, invited seminars

\textsuperscript{131} http:// facultysenate.unlv.edu/ faculty/leaves
\textsuperscript{132} http://www.leg.state.nv.us/NRS/NRS-284.html#NRS284Sec345
at other institutions, and awards from professional associations. Some of the units also utilize peer classroom visits.

In research, scholarly publications are an important factor considered in evaluations. The nature and impact of the publications are considered based on factors such as the publication outlet (e.g., university press for books, peer-reviewed scholarly journals or edited books for articles, etc.), citation of the work by other scholars, and the relative contribution of the faculty member in the case of jointly-authored publications. Other indicators of research productivity could include presentations at professional meetings, editorial review board appointments, journal editorships, grant awards and invited presentations at other universities. The units also consider research proposals submitted, research funds received, research funds expended and patents. At promotion and tenure time, the evaluation process also includes reviews of the faculty member’s work by outside experts.

In service, membership on committees at the system, university, college, school, and departmental levels, election to a professional association office, and the comments of people who worked with the faculty member on these projects would be the primary means for assessing performance. Community service and grant review committees are used as well.

Any concerns that may emerge between regularly scheduled evaluations would initially be addressed in a meeting between the chair/assistant dean and the faculty member. If this meeting is not satisfactory, the faculty member and chair may then meet with the dean to discuss concerns. If the faculty member cannot resolve the issue with the dean, it is sent to the Faculty Senate and the Provost’s office. Each chair, along with the dean and associate/assistant deans would have access to any evaluation of any faculty member that serves in their area.

If the faculty member has received an unsatisfactory evaluation, a written plan is developed to address this situation. The plan is developed by the department chair with the input of the faculty member and the approval of the dean. Monitoring of the plan is then done as part of the annual performance evaluation.

Other types of concerns are generally handled in a more informal manner. Typically this happens with a meeting between the faculty member and the department chair. It may also involve the input of senior faculty and the assigning of a mentor where appropriate.
2.C Educational Resources

2.C.1 The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

Several processes maintain appropriate content and rigor of academic programs at UNLV. When developing courses and academic programs, UNLV faculty either formally or informally benchmark course structure, content and assignments against similar courses and programs at other institutions. This information (and when applicable, discipline-based accreditation organization standards such as those for nursing or engineering) is used to develop programs, courses, and competencies, or learning outcomes expected of graduates.

The Board of Regents requires that all new program proposals must address degree program objectives, student learning outcomes and how they will be assessed; provide a detailed curriculum proposal that includes a representative course of study, including requirements for both program entrance and program completion, accreditation considerations, readiness to begin the program through documentation of faculty qualifications and resources, and completed planning such as budget and space. After approval at the college or school level, new program proposals are submitted to the university administration and Faculty Senate or Graduate College new program committees for review. If approved at the university level, new program proposals move to review by the BOR Academic and Student Affairs Committee, and if approved, are forwarded with a recommendation for approval to the full Board of Regents.

New curriculum development or curriculum changes, in the form of new course proposals or course change proposals, are initiated by department or program faculty, then reviewed by college or school faculty curriculum committees, and if approved, are routed to either the Faculty Senate Curriculum Committee for the undergraduate curriculum or the Graduate College Curriculum Committee for review and approval. If a course proposal is to be considered for use in the General Education curriculum, the proposal must be reviewed by the UNLV Faculty Senate General Education Committee.

The NSHE Board of Regents handbook, appendix 2.C.1.1, requires all new programs to be

Community Access to Counseling

The Marriage and Family Therapy Program offers counseling for a variety of personal, marital, or family difficulties through the Center for Individual, Couple, and Family Counseling.

The PRACTICE: A UNLV Community Mental Health Clinic has faculty experts in clinical and school psychology and counseling (licensed or credentialed in their respective fields) train and supervise advanced graduate students in high quality mental and behavioral health care. Services include: Problem Gambling Treatment Program, Counseling and Psychotherapy, parenting, getting along in relationships, and many more.
reviewed after three and five years and for all existing educational programs to be reviewed every ten years. The decennial program review process includes an internal self-study completed by the program chair or director, faculty and student surveys, and an external peer review. This is a faculty senate process that is supported by the Office of the Vice Provost for Academic Affairs. The self-study template addresses BOR criteria which include:

- compatibility with the mission of the institution
- need for the program
- student demand for the program
- evaluation of existing program or unit resources and their adequacy and sufficiency to maintain academic quality

The program review self-study template also asks for changes made in response to evaluation of academic assessment reports. External academic peer or aspirational reviewers review the self-study, visit the campus, interview faculty and students, and provide a report of their findings. For nationally accredited programs (such as business, dental, engineering, law, and nursing), recent accreditation self-studies and evaluator visits required by the accrediting organization may be used to provide information for the decennial BOR required program review process.

UNLV uses program level academic assessment to establish learning outcomes for all undergraduate and graduate degrees. All units submit program-level assessment plans that describe expected learning outcomes which are the minimum set of expected knowledge and capabilities the degree recipients should attain upon graduation. Teaching faculty are responsible for creating, defining, and developing program-level learning outcomes and the instruments or assessment procedures that will be used to collect information about demonstrated student attainment of program-level learning outcomes. UNLV’s program-level learning outcomes are available on the Academic Assessment webpage. Annually submitted assessment reports document results of departmental efforts to evaluate collective student attainment of the major’s learning outcomes.

Course syllabus guidelines specify that course-level learning outcomes are required as part of the minimum content for all course syllabi. Teaching faculty establish course-level learning outcomes and develop the instruments and assessment procedures that will be used to document student attainment of course-level learning outcomes. UNLV’s academic organizational structure is similar to the majority of public and private four-year institutions in the United States. Academic department names, fields of instruction and research, and faculty staffing are similar to other institutions. Degree programs are consistent with its mission and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study, and are similar to degree designations generally used by public and private institutions of higher education.

http://provost.unlv.edu/Assessment/
UNLV classifies its degrees at all levels in a manner consistent with titles and Classification of Instructional Programs codes used in the Integrated Postsecondary Data System (IPEDS) maintained by the National Center for Education Statistics. UNLV’S degrees are entered into IPEDS and updated annually to track the number of graduates.

2.C.2 The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

UNLV requires faculty to develop and include course-level learning outcomes in their syllabi for all undergraduate and graduate level courses as shown in appendix 2.C.1.2. Course syllabi are distributed to all registered students in either printed format or in electronic format through UNLV’S online learning system.

At the undergraduate program level, newly adopted General Education learning outcomes, called the University Undergraduate Learning Outcomes (UULOs), identify the skills and knowledge expected of all UNLV undergraduates. These UULOs are published in the General Education section of the 2012-2014 UNLV Undergraduate catalog. They are intentionally addressed in the university’s required First-Year Seminar (FYS), first offered in fall 2012, and will be addressed in the university’s required Second-Year Seminar, to be initiated in spring 2013. Faculty workshops held in fall 2011 and a faculty course design institute held in spring 2012 provided opportunities for faculty to learn how to incorporate UULOs into FYS course and assignment design, and also how to develop assessment measures for evaluating student attainment of the UULOs in their FYS courses. Parallel workshops and an Institute occurred during fall 2012 and January 2013, respectively, to help those designing Second-Year Seminars intentionally address the UULOs.

Expected program and degree learning outcomes for undergraduate and graduate degree programs are posted by unit on the Academic Assessment webpage. Program or degree-level learning outcomes are published in departmental listings in the undergraduate and the graduate catalogs. Department webpages contain learning outcomes for all of their degree programs.

The B.S. in Hotel Administration delivered in Singapore is identical to the degree offered at the Maryland Parkway campus. Learning outcomes and curriculum for this degree program are identical at each location and the same faculty teach in both locations.

Expectations in UNLV’S online courses and degree programs are identical to courses and programs offered face-to-face on the Maryland Parkway campus. Online program objectives or outcomes are published on the Academic Assessment webpage.

2.C.3 Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional
policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.

UNLV requires that course syllabi contain information about course learning outcomes, assignments and due dates, and relative weight of assignments or description of rubric to be used in calculating the semester grade. Faculty evaluate and grade completed student assignments as described in course syllabi. Student letter or pass/fail grades are recorded in the MyUNLV student information system. Some academic programs maintain archives or portfolios of completed student work as part of discipline-based accreditation requirements or for academic assessment purposes.

UNLV’s unit of academic credit is the semester credit hour, which is ordinarily defined as one 50-minute lecture a week for fifteen weeks. This credit hour definition meets generally accepted institutional norms and complies with federal regulations regarding Institutional Eligibility Under the Higher Education Act of 1965, as amended\(^\text{139}\), concerning the definition and assignment of credit hours. Two or three hours of laboratory work a week, depending upon the amount of outside preparation required, earn the same credit as one lecture hour. UNLV’s academic calendars schedule fifteen weeks of instruction for fall and spring semesters, generating 750 contact-minutes per credit hour, plus an additional week of final examinations. The number of contact minutes per week is increased for shorter summer terms. Online classes are expected to have the same overall workload as face-to-face classes. Although online classes do not typically have “contact hours” per se, they use a variety of learning experiences, such as videotaped lectures, threaded discussions, exams and writing assignments, to create a comparable workload. Additionally, online courses have the same learning objectives as face-to-face courses.

All UNLV degree programs are described in the undergraduate and graduate catalogs\(^\text{140}\). Each program description must include degree requirements that describe the minimum number of credit hours to be completed, the minimum acceptable overall grade point average, curriculum, both required and elective courses, and any other performance requirements, such as examinations, clinical performances, papers, theses or dissertations, etc. Curriculum requirements must include subject area requirements and the prefix, number, and credit hours of all courses that must be satisfactorily completed. Course descriptions must be included in the catalog for each course offered by the unit that administers the degree program.

Undergraduate degrees must meet a 120 semester credit hour standard, a commonly accepted norm for undergraduate degrees, with a minimum graduating GPA of 2.0 on a 4.0 scale, and passing grades earned in all major requirements. This requirement is documented in the 2012-2014 UNLV Undergraduate Catalog, *Academic Policies, Graduation Policies, Minimum Credits for Graduation*\(^\text{141}\).

Programs requiring more than 120 credits to graduate may be exempt from the requirement if:

\(^{139}\) Title 34, Part 600, subpart A of the Code of Federal Regulations regarding Institutional Eligibility Under the Higher Education Act of 1965, [http://ecfr.gpoaccess.gov/cgi/t/text/text-idx?c=ecfr&sid=702c7e87ace35f7eefc7466b2beb3c3f&rgn=dv8&view=text&node=34:3.1.3.1.1.1.23.2&idno=34](http://ecfr.gpoaccess.gov/cgi/t/text/text-idx?c=ecfr&sid=702c7e87ace35f7eefc7466b2beb3c3f&rgn=dv8&view=text&node=34:3.1.3.1.1.1.23.2&idno=34)

\(^{140}\) [http://go.unlv.edu/about/academics/catalogs/](http://go.unlv.edu/about/academics/catalogs/)

\(^{141}\) [http://catalog.unlv.edu/content.php?catoid=6&navoid=531#Graduation_Policies](http://catalog.unlv.edu/content.php?catoid=6&navoid=531#Graduation_Policies)
The program is appropriately defined as a five-year baccalaureate program.

Professional accreditation requirements stipulate a higher number of credits or require coursework that cannot be realistically completed within 120 credits.

A program is governed by certification or licensure requirements that result in the necessity for credits in excess of 120.

Some UNLV degree programs, such as engineering and music, exceed the 120 credit standard to meet their professional accreditation standards.

A detailed description of UNLV’s transfer credit policies, as they relate to documented student achievement, is provided in section 2.C.8 for both undergraduate and graduate courses.

It is UNLV policy that a candidate for the baccalaureate degree must declare a major prior to enrolling in the last 30 UNLV resident credits, and must complete the last 30 UNLV semester credits in uninterrupted resident credit as a declared major in the degree-granting college or school.

Graduate student achievement is documented through a plan of study, transcripts of recorded grades, records of completion of comprehensive and qualifying examinations, dissertation or thesis proposal, dissertation or thesis defenses, and a graduation application. Requirements as applied by the Graduate College and the academic departments, in terms of courses, examination, minimum courses and semesters in residence are described in the UNLV Graduate Catalog.

The minimum number of total graduate-level semester credit-hours, for both coursework and scholarly activity, is determined by the individual program; however the minimum number of graduate semester credits for master’s degrees is 30. The minimum number of semester credit hours for doctoral degrees ranges from 27 to 60 credits of formal post-master’s course work and at least 12 credits (usually at least four semesters) of dissertation research. These credit levels reflect generally accepted norms for graduate-level higher education in the United States.

For the degrees offered online, for the Bachelor of Hospitality Administration offered in Singapore, and the online Master's in Hospitality Administration degree, course grade and overall GPA requirements, minimum number of credits, transfer credits, and courses required to satisfy curricular requirements, are all identical to requirements for degrees offered at the Maryland Parkway campus.

To document student achievement students must complete a graduation application that is reviewed at the department, college or school, and registrar’s office (for undergraduate degrees), or the Graduate College (for graduate degrees). Review of graduation applications includes transcripts and/or plans of study for all degree requirements, including major requirements and electives, attainment of minimum acceptable course grades and overall GPA, and checks for any other degree performance requirements.

http://catalog.unlv.edu/index.php
2.C.4 Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.

Programs and courses go through a variety of review processes during their life cycle at UNLV to ensure they demonstrate a coherent design and appropriate breadth, depth, and sequencing of courses. New program proposals require comparison to similar programs at peer institutions and require the development of an assessment plan that includes the mapping of student learning outcomes onto the program’s curriculum. A proposed curriculum for the degree program that identifies all courses and credits must be included. The proposal is reviewed by faculty, college or school administration, the Faculty Senate (curriculum and new program committees), the Graduate College when appropriate, the Vice Provost for Academic Affairs, the Executive Vice President and Provost, the President, and the Board of Regents. New programs go on a review cycle of three, five and ten years.

All degree programs are reviewed every ten years through the Faculty Senate Program Review process, as required by the Board of Regents handbook, appendix 2.C.1.1. The review includes a self-study report which addresses:

- alignment with university, college or school, department mission and goals
- need and demand for program
- quality of program and student outcomes
- relationship to other NSHE programs
- quality and adequacy of resources.

The program review process includes an onsite visit from two discipline-specific reviewers from comparable or aspirational peer institutions. Several recent examples are available in appendix 2.C.4.1.

Programs and courses are also reviewed through ongoing academic assessment and reports are submitted annually. Another opportunity to review programs and courses is prior to the publication of the new undergraduate catalog, every other year, and graduate catalogs, now on an annual basis.

Some programs have discipline accreditations and those reviews are rigorous, include onsite visits, and are usually conducted on a more frequent basis than UNLV’s ten year program reviews. The majority of discipline accreditations require comprehensive program and course assessment. In discipline accredited programs, department faculty compare the program to the accrediting organization’s standards, curricula to accreditation requirements, employer or professional school needs, and to similar accredited programs at peer institutions. The comparison includes sequencing and prerequisites that must be completed before required student culminating experiences or participation in licensing examinations. Curricula for
discipline accredited programs are also reviewed for appropriate depth, breadth, sequencing and synthesis by external evaluators from the accrediting agency.

Courses and programs offered online or in another country (the Bachelor of Science in Hotel Administration offered in Singapore) have the same requirements regarding the demonstration of a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning as those offered face-to-face in Las Vegas.

Appropriate course sequencing for students is enforced through advising holds on student course registration at the institutional level for all remedial and general education courses, and for major courses. Academic advisors and faculty review and approve students’ plans of study before course registration holds are released. Academic advisors assist students with multiple term course planning to maintain appropriate course sequencing. Students must either present evidence of satisfactory completion, or if grades are not yet available, demonstrate registration in a prerequisite course for the preceding term, before an advising hold is released. If the student fails to satisfactorily complete the prerequisite course, they can be administratively dropped from the next course in the sequence and instructed to repeat that prerequisite. In discipline accredited programs, external evaluators review samplings of student transcripts to determine if the course sequencing described in the catalog is enforced by UNLV.

Synthesis of student learning is demonstrated in undergraduate majors through either satisfactory completion of senior-level courses or completion of a culminating experience that addresses program learning outcomes. Culminating experiences are being phased in for all undergraduate programs over the next several academic years and will be in place by the 2015-2016 academic year. These experiences will be required for all students matriculating under the 2012-2014 and future undergraduate catalogs and intentionally address student attainment of the University Undergraduate Learning Outcomes at the senior level within the context of the major.

Academic assessment reports document information that can be used to evaluate attainment of learning outcomes or synthesis of learning. Synthesis at the upper division and/or in the last year of study for undergraduate degrees is required for all discipline-based accredited programs. Synthesis may be demonstrated through satisfactory completion of required capstone courses, senior-level internships, clinical hours, design or demonstration projects or undergraduate research projects that include final reports or other culminating experiences.

For graduate programs, the standard expectation is that the student will demonstrate synthesis of expected knowledge and skills in the defense of their thesis, dissertation or professional paper, or presentation of their final juried exhibition or studio performance.

For appropriate depth of learning, the minimum number of semester credits required for a bachelor's degree for a student graduating under the policies of the 2010–12 and earlier undergraduate catalogs is 124. For the 2012-2014 Undergraduate Catalog, the standard number of semester credits required to earn a baccalaureate degree from UNLV is 120. The Nevada System of Higher Education BOR instituted this policy change to decrease the time to graduation by adopting a standard number of credits that aligns with typical public higher education credit policies. Exceptions to the 120 semester-credit degree standard may be approved in certain
situations as described above in section 2.C.3.

Admissions and graduation requirements

UNLV has admissions and graduation requirements that are standard and widely accepted in higher education. Admissions information for undergraduate, professional and graduate programs is available in the undergraduate and graduate catalogs[^145] and on the Office of Admissions webpage[^144]. The catalogs and webpage provide links to admissions information and processes for freshman, transfer, international, non-degree-seeking, re-entering, senior citizen, professional, and graduate students.

The undergraduate catalog and the Office of Admissions webpages list the respective undergraduate admissions requirements including, for example, for freshmen, the required weighted high school GPA in the appropriate courses, the alternative ACT or SAT score requirements, and admission alternatives.

For undergraduate degrees, it is UNLV policy that:

- At least half of the credits required for a baccalaureate degree must be earned at a four-year institution, except in cases where transfer agreements for specific degrees have been made between institutions.

- A candidate for the bachelor's degree must complete the last 30 UNLV semester credits in uninterrupted resident credit as a declared major in the degree-granting college or school.

- A student must declare a major prior to enrolling in the last 30 resident credits. Special examination, physical education activity courses, or correspondence credits are exempted.

Undergraduate student compliance with degree breadth, depth and sequencing requirements is monitored through academic advising, both prior to course registration and after course completion. Submission of a graduation application one to two semesters before graduation generates a check of all graduation requirements by the student’s advisor and department chair. The registrar’s office completes a final review of graduation requirements prior to a diploma being sent to a student. In the new MyUNLV student information system, students can check their progress against graduation requirements at any time.

Admission requirements for graduate programs are available in the graduate catalog and on the Graduate College website[^145]. Program-specific requirements are in addition to the minimum admissions requirements for all graduate students, and may include minimum standardized test Graduate Record Examination or TOEFL scores, minimum GPA, and submission of supplemental materials, such as writing samples and letters of recommendation. The total number of credits required to complete the degree program are provided, as are any other

[^143]: http://catalog.unlv.edu/index.php. To view the graduate catalog, select it from the drop down menu under the red bar at the top of the page, then click on “go”.
[^144]: http://web.unlv.edu/admissions/
[^145]: http://graduatecollege.unlv.edu/admissions/
performance requirements, such as comprehensive, qualifying or final examinations, and thesis or dissertation completions and defenses. Due to the specialized nature of graduate study, UNLV graduate degree programs generally have limited breadth requirements, requiring few if any courses outside the student’s department. When they do occur, they are usually to have students attain specific skills or knowledge that, as part of their plan of study, will assist the student in competent performance of their research or scholarly inquiry.

For depth, all graduate programs require that at least half of the credits for a master’s degree be at the graduate level. Additional scholarly requirements, such as credits for time spent in scholarly study preparing theses or professional papers, render the total credits required for a master’s degree to be at least 30. UNLV master’s degree total credits range from 30 to 66, depending on the degree program and its requirements.

For doctoral programs, the Graduate College requires that at least 18 course credits must be post-masters and at least four semesters must be spent in residence conducting research or scholarly inquiry. Specific requirements for each program are described in the Graduate Catalog.\(^{146}\) Student compliance with graduate breadth and depth requirements is ensured through graduate committee review of the student’s formal plan of study. The plan of study is developed and submitted early in the student’s academic career. At the time of the student’s thesis or dissertation defense, the plan of study is reviewed to ensure satisfactory completion of all course requirements. Students can apply for graduation up to two semesters ahead of the intended semester of graduation.

### 2.C.5 Faculty

Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

The NSHE BOR handbook and the University of Nevada, Las Vegas Bylaws, Chapter II, Sections 4, 5 and 6, appendix 4, clearly place the primary responsibility for design, approval, and implementation of courses and curricula with the faculty.

New program proposals or curriculum changes are initiated by department or program faculty, then reviewed by college or school faculty curriculum committees, and if approved, are routed to either the Faculty Senate Curriculum Committee for undergraduate curricula or, for graduate curricula, the Graduate College Curriculum Committee for review and approval prior to university administration review. If approved by university administration, new program proposals move to review by the NSHE Academic and Student Affairs Committee, and if approved, then move forward with a recommendation to the full Board of Regents for a final vote.

Faculty are responsible for development of course syllabi, including course planning, assignment design, selection of reading materials and establishment of assignment evaluation rubrics or other grading criteria. Faculty evaluate and grade student assignments or, in some large

\(^{146}\) [http://graduatecollege.unlv.edu/current/publications/]
enrollment courses, train graduate students to evaluate and grade student assignments. In laboratories, studios, other multi-section courses, faculty have primary responsibility for planning of lab or studio syllabi and for course assignments; selection or development of laboratory assignments; and for training, coordination and support of graduate assistants and other staff in delivery of the classes.

Faculty are responsible for creating, defining and developing program-level learning outcomes for academic majors that reflect standard expectations for similar degrees at other institutions, and, in instances where there is discipline-based accreditation, reflect the program criteria and learning outcomes established by the accreditation agency. Faculty develop assessment plans to collect documents and data that can be used to evaluate student attainment of course and program-learning outcomes. Faculty evaluate the information obtained from these instruments and make changes to the program, course, and/or assignment design to improve attainment of learning outcomes as needed.

A variety of department-level academic structures including assessment committees, curriculum committees, accreditation committees, or planning committees are used to prepare and review assessment plans and reports. Each college or school has a designated assessment coordinator who serves to support faculty in developing and implementing assessment plans, and who also collects individual assessment reports and prepares program level reports that are submitted annually to the Office of Academic Assessment for evaluation.

Deans, in conjunction with the appropriate associate or assistant dean(s), or college or school assessment coordinator, are responsible for assessment in their college or school. Department chairs are held accountable by their deans for submission of timely and meaningful assessment plans and reports. Departmental assessment plans and reports are sent to the dean’s office and to the Office of Academic Assessment.

UNLV faculty actively participate in the selection of new faculty through participation on faculty search committees. UNLV’s Bylaws, Chapter II, Section 10 “Selection of Members of System and Institutional Committees”, define faculty participation on search committees for Presidents, Vice-Presidents, Deans and department chairs. Human Resources’ Faculty and Professional Staff Search Guidelines state that “Search committees should be composed of individuals with discipline-specific backgrounds or in-depth knowledge of the position. Typically these individuals will be from the department with the vacancy, however, individuals from other departments with a key interest in the role may be appointed, and some unit bylaws require at least one “outside” member.” These guidelines are used consistently by colleges, schools, and departments.

2.C.6 Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Teaching faculty have primary responsibility for designing instructional and learning processes for their courses. UNLV’s Minimum Criteria for Syllabi, appendix 2.C.1.2, state that library and

147 http://hr.unlv.edu/forms/pdf/FacProSearchGuidelines.pdf
information resources should be part of syllabus content for all academic classes. The online course management system, WebCampus, offers a toolkit on Integrating Library Resources into WebCampus that allows faculty to add links to articles or journals, databases, digital collections, handouts, reserves, subject or class guides, and tutorials \(^\text{148}\). The toolkit also provides opportunities for collaboration with librarians through adding a liaison librarian’s contact information, providing access for the liaison librarian to participate as a teaching assistant or section designer, or to provide class sessions on research skills.

University Libraries provides each college or school with a library liaison who has expertise in the resources of that college or school’s disciplines and is assigned to manage specific portions of the Libraries collections and provide assistance in their use to faculty and students. The liaison collaborates with faculty in collection development to support curricular and research needs. Library liaisons also provide individualized and college-specific training for new and/or returning students and faculty.

University Libraries offers information resources and workshops on effective use of information resources to faculty and their classes. Faculty support includes research-based design of courses and assignments. Liaison librarians can provide workshops, tours, and sample assignments. Teaching handouts are available that include distinctions between scholarly and popular sources, evaluating information and preparation of bibliographies \(^\text{149}\).

Faculty workshops are available throughout each academic term. University Libraries’ faculty work with classroom instructors on assignment design, share ideas about how to use collections and embed library research in ways that are appropriate to the outcomes of the course. UNLV Libraries also offers tailored research skill sessions to faculty who may request a class session on development of student research skills \(^\text{150}\).

**Undergraduate Programs**

2.C.7 Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution’s regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students’ transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution’s review process.

UNLV does not award credit for prior experiential learning. The university may award up to a maximum of 15 semester hours (12.5% of 120 credit hours) of undergraduate credit for acceptable correspondence, extension, or United States Armed Forces Institute (USAFI) courses.

\(^{148}\) [http://www.library.unlv.edu/services/faculty/webcampus.html](http://www.library.unlv.edu/services/faculty/webcampus.html)  
\(^{149}\) [http://www.library.unlv.edu/inst/handouts.php](http://www.library.unlv.edu/inst/handouts.php)  
\(^{150}\) [http://library.unlv.edu/inst/setup.php](http://library.unlv.edu/inst/setup.php)
Credit awarded for such work is not considered resident credit and is official only upon admittance to the university.

As stated in the catalog\(^{151}\), UNLV will not accept the following types of credit:

- Credit awarded by postsecondary institutions for life experience.
- Credit awarded for courses taken at non-collegiate institutions unless otherwise stated above (e.g., governmental agencies, corporations, industrial firms, etc.).
- Credit awarded by postsecondary institutions for non-credit courses, workshops and seminars offered by other post-secondary institutions as part of continuing education programs.

Credit may be granted for the achievement of a satisfactory score on the College Level Examination Program’s (CLEP) subject examinations. Satisfactory achievement on the subject examinations is defined as a score of 50 or above.

2.C.8 The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students’ programs, and integrity of the receiving institution’s degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

The BOR handbook provides guidelines for students who want to transfer credits from another NSHE institution or from an out of state institution. The NSHE website has a page called *Transfer Rights and Responsibilities for Students and Institutions*\(^{152}\) to help inform students.

In addition to the information available on the NSHE website, basic transfer information is available in the catalogs, the Admissions Office can answer student questions, and UNLV has a webpage devoted to transfer agreements for students in a NSHE community college\(^{153}\) that contains information on:

- Transferring Credits
- Transfer Admissions
- Financial Aid
- Academic Programs

\(^{151}\) [catalog.unlv.edu/index.php](http://catalog.unlv.edu/index.php)

\(^{152}\) [system.nevada.edu/nshe/index.cfm/administration/academics-student-affairs/students/transfer/](http://system.nevada.edu/nshe/index.cfm/administration/academics-student-affairs/students/transfer/)

\(^{153}\) See [go.unlv.edu/transferstudents/credits/agreements](http://go.unlv.edu/transferstudents/credits/agreements)
Students can view the *Transfer Course Equivalence Tables*\textsuperscript{154} to get information on how previously completed courses may transfer to UNLV. The tables are a snapshot of the transfer articulation tables in MyUNLV. Updates are made to the tables frequently and transfer evaluations that are official are done upon admission to the university.

Articulation agreements between NSHE institutions have been developed and are used by all NSHE institutions.

2.C.9 **The General Education component of undergraduate programs (if offered)** demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

**New General Education Plan**

Five broad University Undergraduate Learning Outcomes (UULOs) provide the philosophical framework for an integrated course of study in the undergraduate General Education component of all students’ baccalaureate programs. Approved by the UNLV Faculty Senate in spring 2011, the five UULOs are:

- Intellectual Breadth and Life Long Learning
- Inquiry and Critical Thinking
- Communication
- Global and Multicultural Knowledge and Awareness
- Citizenship and Ethics.

The UULOs and their associated learning outcomes are intentionally designed to address student capabilities and knowledge that are applicable across all undergraduate majors. The UULOs articulate clear expectations for what all UNLV students should know and be able to do upon

\textsuperscript{154} [http://registrar.unlv.edu/transferring/transfercoursetables.html](http://registrar.unlv.edu/transferring/transfercoursetables.html)
graduation. The UULOs form the foundation for general education and extend into the majors.

A complete detailed description of the five broad UULOs and their associated learning outcomes is found in the General Education section of UNLV’s 2012-2014 Undergraduate Catalog.155

To both address and provide depth in developing student capabilities described by the UULOs, a four-course progressive vertical curricular framework consisting of two new lower-division courses, First-Year Seminar and Second-Year Seminar, and two new or revised designated upper-division courses or learning experiences in the major, Milestone and Culminating Experiences, creates a purposeful sequence of learning from the first year, to the middle years, to the senior year. This vertical curricular framework went into effect beginning fall 2012 for students admitted under the 2012-2014 Undergraduate Catalog. For transfer students, the number of acceptable credits and the student’s GPA are considered to determine where they fall as far as taking the first and second year seminars.

The First-Year Seminar (FYS) introduces students to the UULOs through reading, writing, and critical thinking. This course introduces students to all five UULOs and also demonstrates how these outcomes can be integrated into any major field of study. This course is a lower-division general education requirement. Freshman students take and must pass a FYS offered by any college, school, or department, regardless of their major.

The Second-Year Seminar (SYS) engages students more intensively with the five learning outcomes through reading, writing, and critical thinking. It explores issues relevant to contemporary global society through the reading of original literature from antiquity to the present day. Issues will be studied within in their larger contexts, including but not limited to aspects of literature, history, politics, economics, philosophy, and scientific discovery. This course is a lower-division general education requirement. Sophomore students take and must pass a SYS offered by any college, school, or department, regardless of their major.

The UULOs are then specifically addressed in the students’ academic majors through two learning experiences, called Milestone and Culminating Experiences, that concurrently develop student knowledge and skills needed for both the academic majors and the general education UULOs. The Milestone and Culminating Experiences may be specific designated courses or sets of courses that address learning outcomes, or integrated co-curricular learning experiences, that intentionally, within the context of the major’s content knowledge, reinforce and enhance students’ attainment of the UULOs introduced in the First-Year and Second-Year Seminars. The Milestone Experience orients students to the expected learning outcomes of the major and reinforces the UULOs. Each major program of study will identify and implement a Milestone Experience for their majors that can be in the form of a single designated course, components of multiple courses, or defined assessable program outcomes attained through a combination of curricular and co-curricular experiences. The Milestone Experience will be successfully completed in the sophomore or junior year, and will include, at a minimum, reinforcement of the Inquiry and Critical Thinking and Communication UULOs.

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http://catalog.unlv.edu/content.php?catoid=6&navoid=532&hl=undergraduate+learning+outcomes&returnto=search
Although Milestone Experiences are just starting to be developed, an example of a potential Milestone course is HIST 251, Historical Investigation, a required course for history majors, which introduces students to the concepts and techniques of historical investigation and writing, thereby addressing the Inquiry and Critical Thinking and Communication UULOs within the major context.

The Culminating Experience is a final review, consolidation, and assessment of the UULOs as well as the learning outcomes of the respective major. Each major program of study will identify and implement a Culminating Experience for their majors. The Culminating Experience can be implemented in a variety of forms. A Culminating Experience might consist of one or more of the following: an original undergraduate research project, a design capstone, developing an e-portfolio of artistic or scholarly work completed over a student’s college career, or a required internship or service learning project with an academic component that requires development and presentation of a report. The Culminating Experience should be completed in the last year prior to graduation.

Although Culminating Experiences are just starting to be considered by the campus, many majors have in place capstone projects, senior theses, or field or clinical hours that could serve, with minor modifications, as Culminating Experiences. An example of a Culminating Experience course is the Senior Design project requirement for all engineering majors, where student design teams complete an engineering design project and present the results in oral, written and graphical formats. This course intentionally addresses the Inquiry and Critical thinking, Citizenship and Ethics and Communication UULOs.

In addition to the vertical curricular frame, UNLV’s general education curriculum consists of two required components, core and distribution. The core component of the General Education curriculum, common for all UNLV undergraduate students, includes the first two courses in the vertical curricular frame, the First-Year and Second-Year Seminars, and other lower-division courses designed to develop students’ knowledge and skills in specific areas associated with the UULO’s. The core curriculum and associated UULO’s are:

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester credits</th>
<th>UULO’s addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year Seminar</td>
<td>2-3</td>
<td>All</td>
</tr>
<tr>
<td>Second-Year Seminar</td>
<td>3</td>
<td>All</td>
</tr>
<tr>
<td>English Composition I and II</td>
<td>6</td>
<td>Communication, Inquiry &amp; Critical</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Thinking</td>
</tr>
<tr>
<td>U.S. &amp; Nevada Constitutions</td>
<td>4-6</td>
<td>Citizenship and Ethics</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>Inquiry and Critical Thinking</td>
</tr>
<tr>
<td>Distribution</td>
<td>18-19</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>36-40</td>
<td></td>
</tr>
</tbody>
</table>

The purpose of the required 18-19 credit distribution general education component is to provide learning experiences that facilitate attainment of the Intellectual Breadth and Lifelong Learning and Global Multicultural UULOs by requiring students to satisfactorily complete three courses, typically totaling nine to ten credit hours, in each of two content areas that are outside students’ major area of study. The three distribution content areas are: Humanities and Fine Arts, Social Sciences, and Life and Physical Sciences and Analytical Thinking. Students automatically satisfy
one distribution area in their major. The automatically satisfied distribution areas for each major are identified in appendix 2.C.9.1 and in the General Education section of the UNLV undergraduate catalog.

To address the Global and Multicultural Knowledge and Awareness UULO within the distribution component of the general education curriculum, students must satisfactorily complete one three-credit multicultural designated course and one three-credit international designated course. Lower-division or upper-division courses taken to satisfy the multicultural and international requirements simultaneously satisfy distribution requirements, usually in the humanities/fine arts or social science distribution areas. Courses satisfying the multicultural and international requirements are listed at the UNLV Faculty Senate General Education committee web page156.

**Previous General Education Plan**

The 2010-2012, 2008-2010, and 2006-2008 catalogs’ general education curricula were designed to prepare students for a productive life:

- Of work, through completion of two college-level courses in English composition; through critical thinking developed in the Analytical Thinking and Literature courses; and for numerical skills via one college-level course in mathematics,
- Of citizenship, through completion of courses in US and Nevada constitutions, and one distribution course each that is designated as multicultural and one that is designated as international, and
- Of personal fulfillment, through completion of courses in the three distribution areas of Fine Arts and Humanities, Analytical Thinking and Life and Physical Sciences, and Social Sciences.

To achieve these goals, UNLV’s General Education Curriculum Requirements for those three previous catalogs, appendix 2.C.9.2, consisted of a 16-18 semester credit-hour core requirement and, for breadth, an 18-19 semester credit-hour distribution requirement, requiring students to successfully complete 9-10 credits (generally three courses) in each of two areas that are outside the student’s major area. The earlier UNLV Undergraduate catalogs identified the distribution area satisfied by each major as shown in appendix 2.C.9.1.

Breadth was attained through requiring all majors to complete 9-10 semester credit hours in the two distribution areas that were outside the distribution area automatically satisfied by the students’ major. Breadth was also attained through a requirement that the each of the two humanities and three social sciences courses had to be completed in different areas or fields of study.

Depth was attained in humanities through requirements to complete two courses in English Composition plus one in world literature, and two courses in a humanities distribution area, for a total of five courses and 15 semester-credit hours. Depth was attained in sciences and math, through a required course in mathematics, two courses in life and physical sciences, and, for majors outside the sciences and engineering, a course in analytical thinking, for a total of four

156 [http://facultysenate.unlv.edu/students/multicultural](http://facultysenate.unlv.edu/students/multicultural)
courses and 13 semester credit hours.

A summary of the history and a plan for continued implementation of UNLV’s General Education reform efforts can be found in appendix 2.C.9.3.

**Applied Undergraduate Degree and Certificate Programs**

UNLV offers one for-credit, applied undergraduate certificate program, a Certificate in Radiography though its School of Allied Health Sciences. The 73 semester credit-hour curriculum for this program includes 24 required credits of related instruction in seven designated courses, including six credits of English Composition, three credits of mathematics, three credits of computing, and 12 credits of life sciences.

UNLV offers a Bachelor of Music degree that includes the word *applied* in three of its areas of concentration: instrumental, piano, and vocal. In schools of music, the term *applied* is used to mean individual, private, one-on-one instruction in voice or a particular instrument. It may also refer to the master-apprentice model that the artist/teacher, in the privacy of the studio, develops the craft of music-making in the apprentice/student. The general education portion of the curriculum for this degree has the same core and distribution requirements as all other UNLV bachelors’ degrees, as described above.

The Applied Physics bachelor of science degree was eliminated effective with the 2012-2014 undergraduate catalog and replaced with an applied physics concentration in the B.S. physics major. The general education portion of the curriculum for students remaining in this degree has the same core and distribution requirements as described in the 2004-2006 through 2010-2012 undergraduate catalogs.

There are no other UNLV degrees that have *applied* in their name.

**2.C.10 The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution’s mission and learning outcomes for those programs.**

Both UNLV’s General Education webpage and the 2012-2014 Undergraduate Catalog state: “The purpose of the UNLV General Education Program is to foster attainment of knowledge and skills that will enable students to perform better in their academic majors and in their postgraduate careers.”

This is directly tied to the university’s mission statement, which states in its first two sentences: “The University of Nevada, Las Vegas is a research institution committed to rigorous educational programs and the highest standards of a liberal education. We produce accomplished graduates who are well prepared to enter the work force or to continue their education in graduate and professional programs.”

157 [http://generaled.unlv.edu/overview.html](http://generaled.unlv.edu/overview.html)
158 [http://go.unlv.edu/about/mission-statement](http://go.unlv.edu/about/mission-statement)
Five broad University Undergraduate Learning Outcomes (UULOs) provide a framework for curriculum and course design to attain the mission statement. Approved by the UNLV Faculty Senate in spring 2011, the five UULOs are:

- Intellectual Breadth and Life Long Learning
- Inquiry and Critical Thinking
- Communication
- Global and Multicultural Knowledge and Awareness
- Citizenship and Ethics

To facilitate assessment, each broad UULO is phrased as a general capability statement for students to demonstrate. Six specific outcomes are established for each UULO, with each outcome defining a specific skill or area of knowledge that students are expected to demonstrate. For example, the Inquiry and Critical Thinking outcome states: “Graduates are able to identify problems, articulate questions, and use various forms of research and reasoning to guide the collection, analysis, and use of information related to those problems.” The first specific outcome states “Identify problems, articulate questions or hypotheses, and determine the need for information.”

A complete detailed description of the five broad UULOs and their associated learning outcomes is found in the General Education section of the 2012-2014 undergraduate catalog and on the general education webpage.

The UULOs foster development of student capabilities in communication, critical thinking, and inquiry that improve their abilities to acquire and demonstrate content knowledge in their majors.

To implement the UULOs at both the general education and academic program levels, curricular revisions were approved by the Faculty Senate in November 2011. The revisions establish a vertical curricular framework (described above) of four courses that intentionally address the UULOs that establish a purposeful sequence of learning from the first year, to the middle years, to the senior year.

The Faculty Senate General Education Committee, in collaboration with the Office of Academic Assessment, is putting in place a plan to assess the revised General Education curriculum including the UULOS. The general education assessment plans that are now under development include:

- Quantitative Surveys
  - Pre and post surveys

http://catalog.unlv.edu/content.php?catoid=6&navoid=532&hl=undergraduate+learning+outcomes&returnto=search
http://generaled.unlv.edu/uulo.html
• Course-level evaluations, using standard rating rubrics
  - Syllabus evaluations. Collected first-year general education course syllabi, including First-Year Seminar, English Composition, Constitutions, will be evaluated to determine how the course plan addresses the UULOs.
  - Collected student work evaluations. Samples of collected student work will be evaluated to determine how the class assignments are addressing the UULOs and also to determine how well students are addressing the UULOs.

• Institutional Data Analysis for student retention and progression including
  - Persistence (retention) from freshman to sophomore year, comparing previous years' first-time, full-time freshmen (FTFT) data, before implementation of the UULOs and associated curriculum, to the fall 2012 and subsequent years' FTFT cohorts.
  - Progression, comparing rates of freshman course repeat and progression to sophomore courses for previous years to data for FTFT students who enrolled in fall 2012 and subsequent years.
  - Persistence (retention) from sophomore to junior year, comparing previous years FTFT cohort data to FTFT data for students matriculating in fall 2012 and rates of major declaration at the 60 credit mark, again comparing pre-fall 2012 FTFT cohorts to post-fall 2012 FTFT cohorts.
  - Comparison of 4, 5 and 6-year graduation rates for FTFT cohorts who enrolled in fall 2012 and subsequent semesters to FTFT cohorts who enrolled before fall 2012.

As a first step in implementing this general education program assessment plan, UNLV's fall 2012 Academic Assessment Symposium, brought together faculty from different units for a morning panel discussion highlighting faculty experiences in teaching FYS courses and for an afternoon workshop on assessment at the assignment and course levels.

Existing required general education courses, such as English Composition, Constitutions, Mathematics, and Analytical Thinking have been assessing course-level learning outcomes for several years. Course-level assessment is conducted by faculty in departments offering the courses, with assessment reports submitted to the Office of Academic Assessment. Assessment plans and reports for these courses are available at the General Education portion of the Academic Assessment webpage\(^{161}\).

UNLV does not have any transfer associate degree programs.

2.C.11 The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who

\(^{161}\) [http://provost.unlv.edu/Assessment/annualreports_general.html](http://provost.unlv.edu/Assessment/annualreports_general.html)
are appropriately qualified in those areas.

UNLV currently offers one active for-credit undergraduate certificate programs in its academic units, the Certificate in Radiography, 73 semester credits, offered through the School of Allied Health Sciences.

The four goals, associated learning outcomes and curriculum of the Certificate in Radiography are described in appendix 2.C.11.1. Within the 73-credit radiography program curriculum, also shown in appendix 2.C.11.1, there are 24 credits of related instruction in standard semester-long UNLV academic classes consisting of English Composition, Human Anatomy and Physiology, Life Sciences and Computers, taught by UNLV teaching faculty. Radiography classes and clinical education comprise the remaining 49 credits.

The Library Science Program Certificate, 18 semester credits, offered through the Greenspun College of Urban Affairs in partnership with UNLV University Libraries is currently on hold and not admitting students.

Certificates in Clinical Laboratory Sciences, previously offered, were eliminated with the closure of this department effective fall 2012. The previously offered Gerontology Certificate and Professional Writing Certificate have been converted into minors offered through the College of Liberal Arts’ Interdisciplinary Studies program and Department of English, respectively.

Students completing bachelor’s degrees in Special Education qualify for endorsement certificates and/or teaching licenses by the Nevada State Department of Education, as part of their programs of study, appendix 2.C.11.2. Students may also complete a supplemental course of study to qualify for a Secondary Teacher Certification in Chemistry. These certifications are not issued by UNLV.

As part of mission differentiation within the Nevada System of Higher Education, UNLV does not currently offer any applied science baccalaureate degree programs, as defined by NSHE, appendix 2.C.11.3, “The Bachelor of Applied Science is a four-year occupationally specific degree that is intended to respond to the needs of the workforce.”

UNLV offers a Bachelor of Music degree that includes the word “applied” in several of its areas of concentration; however, this degree is not classified as an occupationally-specific degree. Schools of music use the term applied music to mean individual, private, one-on-one instruction in voice or a particular instrument. It may also refer to the master-apprentice model that the artist/teacher, in the privacy of the studio, develops the craft of music-making in the apprentice/student.
Graduate Programs

2.C.12 Graduate programs are consistent with the institution’s mission; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. They differ from undergraduate programs by requiring greater depth of study and increased demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or appropriate high-level professional practice.

Consistent with the mission of UNLV, the Division of Research and Graduate Studies is committed to supporting and promoting the performance of research, creative and scholarly activity, the provision of excellent graduate education, and the seamless integration of these two critical endeavors.

With an institutional goal of advancing research, graduate education at UNLV is an essential component. The Graduate College supports the wide range of graduate certificate, master's, specialist, and doctoral degrees offered through the university's many academic departments. It works closely with those departments and the graduate faculty to provide students with the highest quality academic experience, not only through coursework, but also through research, creative activity, and professional development opportunities. Graduate programs at UNLV are more rigorous than undergraduate programs and require more effort on the part of the student to achieve the higher standards.

All departmental and program policies regarding curriculum, degree program guidelines (from admission to graduation), and student expectations are reviewed and approved through the appropriate committee of the Graduate Council. The Council is comprised of one graduate faculty representative from each graduate and professional department or program, a student representative, and the Graduate College dean or associate dean. Graduate and professional programs routinely rely upon the expertise of external reviewers, professional associations, and disciplinary accrediting bodies for guidance, structure, and oversight with respect to educational objectives and academic and professional rigor.

All graduate programs, by definition and university requirement, are designed to provide varying levels of advanced training in particular disciplines or academic areas of expertise. To do so, graduate programs require sustained engagement with research, creative activity, or professional skill development and application. This is accomplished through progressively more advanced coursework, hands-on involvement with research or creative activity, and applied practice.

Below are just a few examples that show UNLV’s commitment to the development of students in their graduate programs through teaching, engagement in research, scholarship, creative activities, and high level professional practice of their learning.

The College of Liberal Arts has review mechanisms, internal and external, which ensure that the descriptions of its graduate and professional degree programs are at the appropriate level and effectively communicate the expectations for its graduate students. Through careful mentoring
programs for graduate students who teach, the college or school ensures that students understand what is expected of them in the classroom, how they can become more effective teachers, and what will be expected of them in their performance in the fields to which they aspire. For example, the Department of English enrolls all of its entering M.A. graduate assistants in a late summer teaching “boot-camp” and in a fall semester pedagogy/theory of composition class, coinciding with the students teaching their first course, which is offered utilizing a standardized syllabus.

The Ph.D. in Nursing, the Doctorate in Nursing Practice (DNP), and the MSN prepare students for research and/or practice. The Ph.D. in Nursing is founded on the American Association of Colleges of Nursing Research-Focused Doctoral Program in Nursing: Pathways to Excellence (2010). The outcomes and curricular elements focus on developing the science of nursing, stewards of the discipline, and educating the next generation. The DNP program prepares nurses to assume leadership roles in clinical practice. The DNP emphasizes advanced clinical practice, implementation of best practices, and evaluation of practice and care delivery models. UNLV offers an MSN as a Nurse Educator and the track is based on the National League for Nursing goals and objectives for nurse educators. Many of the faculty at the UNLV School of Nursing are Certified Nurse Educators. By adhering to the national standards of these accrediting agencies, UNLV offers a high level of expertise, encourages originality, and through the curriculum demands a high level of critical analysis.

Each spring a Graduate Research Symposium is held and in 2012, 170 graduate students participated with posters and presentations. Some departments, colleges, and schools hold their own graduate research events such as the Department of Geoscience and the Greenspun College of Urban Affairs. All of this activity supports not only UNLV’s mission but also Core Theme 2, Advance and Support Research, Scholarship, and Creative Activity.

2.C.13 Graduate admission and retention policies ensure that student qualifications and expectations are compatible with the institution’s mission and the program’s requirements. Transfer of credit is evaluated according to clearly defined policies by faculty with a major commitment to graduate education or by a representative body of faculty responsible for the degree program at the receiving institution.

The Graduate College provides each academic unit maximum control over the admission of graduate and professional students. Each academic unit establishes its own admission requirements and recommends admission decisions for all applicants to the Graduate College. The Graduate College has established minimum requirements for admission institution-wide for domestic and international applicants:

1. Hold a baccalaureate or advanced degree from a regionally accredited four-year college or university

2. Have a minimum overall GPA of 2.75 (4.00=A) for the bachelor’s degree or a minimum 3.00 for the last two years

3. A student who has an advanced degree from an accredited college or university with a minimum overall graduate GPA of 3.00 may, at the option of the graduate dean and
department, be admitted to an advanced degree program with an undergraduate GPA below a 2.75.

The requirements above are the minimum requirements set by the Graduate College; most programs have more stringent GPA requirements. The graduate programs determine admissibility beyond the minimum requirements. Graduate admissions information is available on the UNLV Graduate College website. Graduate prospects apply via an online portal using the Graduate College online application system. Admission requirements are verified by review of all official transcripts.

Prospective degree-seeking students must complete the online application, and provide their program of interest with any additional materials that may be required. In most cases, department application materials can be uploaded into the student’s online application to expedite application processing. Online instructions provide specific details for domestic and for international students, as their applications, requirements, and deadlines vary slightly.

International students, whose primary language of instruction has not been in English, are required to provide adequate proof of English proficiency via a standardized test. International applicants are also required to submit their transcripts through a National Association of Credential Evaluation Services (NACES) approved foreign credential evaluation agency. Applicants to the College of Engineering, Management Information Systems, and Economics programs are exempt from the foreign transcript evaluation requirement; these applicants’ transcripts are evaluated within the Graduate College.

The Graduate College requires the same application and admission materials from all prospective graduate students, regardless of department of interest. Individual academic departments typically require satisfactory composite scores on standardized tests, letters of recommendation, a personal statement, portfolio, writing samples/publications, curriculum vitae or resume, or some combination of these items.

Those with an undergraduate degree who wish to enroll in selected graduate courses for professional advancement or personal fulfillment may do so without formally applying or being admitted to the Graduate College by applying to be a non-degree seeking graduate student. This is accomplished by submitting an online application via the online application portal, paying the application processing fee, and submitting proof of a bachelor’s degree to the Graduate College. This two-tiered, collaborative admissions process ensures that UNLV’s admissions standards are upheld consistently across campus, while giving great leeway to faculty in graduate departments to discern which applicants have the necessary credentials and experiences to ensure success in their graduate program.

New students are admitted with full graduate standing when they have met and surpassed all requirements of the Graduate College and the department. Students who meet minimum requirements and are strong candidates but may need a pre-requisite class or to submit an additional document to complete their application packet, are admitted on a conditional basis with a deadline to meet their specific condition. Applicants who have evident strengths that make them

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162 [http://graduatecollege.unlv.edu/admissions/](http://graduatecollege.unlv.edu/admissions/)
admissible but whose GPA is below the minimum, are admitted as provisional students. These students are required to enroll in three specified courses within a specific amount of time and must earn grades of ‘B’ or better in all of them in order to remain in the program. Together, these three admission statuses work well to strike a balance between recruiting and admitting the best and most promising students, and making reasonable accommodations on a limited basis for students who have a non-traditional application packet or other special circumstances.

Together, these admission policies and practices enhance retention because admitting properly prepared graduate students makes success in their program more likely. Conditional and provisional students are closely monitored to ensure that they fulfill their specific admission requirements in a timely manner at the beginning of their program. For graduate students who have an issue arise during their graduate program that prohibits them from continuing, there is provision for a leave of absence that, with the support of their department and the Graduate College, allows students to take approved leaves and return to their program. There are additional value-added strategies to retain graduate students, including support mechanisms such as the Graduate College outreach program for non-academic advising, the Graduate and Professional Student Association, various campus services that assist graduate students including Student Counseling and Psychological Services, the Writing Center, and of course, financial support through Graduate Assistant positions and Graduate College scholarships and fellowships.

Transfer of Credit

Not more than one-third of a student’s degree program (not including credits for the thesis, dissertation, or professional/scholarly paper) may be transferred from another university at the time admission is granted. Courses used to fulfill requirements for one degree may not be used to reduce credit hour requirements in another degree program. For UNLV non-degree seeking graduate students, a maximum of 15 graduate credits successfully completes at UNLV may be applied toward a graduate degree program. The receiving department and the Graduate College dean must approve transfer credits.

Once admitted to an advanced degree program, students must obtain prior written consent of the department and the graduate dean to take course work elsewhere and use it in their degree program. Such work must be graduate level, graded, and must not be experimental, correspondence, or extended in nature. The department chair, the graduate coordinator, the academic dean responsible for approving the student’s degree program, and the graduate dean must approve all credits taken prior to admission or transfer credit. To be considered for use:

- The work must have been taken at an accredited institution
- The work must have been completed with a grade of B or higher (B- is not acceptable)
- Official transcripts covering the work must be sent directly from the issuing institution to the Graduate College
- The work must be posted to the student’s permanent academic record
Transfer credit is approved only when evidence exists that the work is certifiably graduate level and has not been used in another degree program. The age of the transfer work under consideration, or the year taken, may also be a factor. The student is responsible for providing this evidence.

2.C.14 Graduate credit may be granted for internships, field experiences, and clinical practices that are an integral part of the graduate degree program. Credit toward graduate degrees may not be granted for experiential learning that occurred prior to matriculation into the graduate degree program. Unless the institution structures the graduate learning experience, monitors that learning, and assesses learning achievements, graduate credit is not granted for learning experiences external to the students’ formal graduate programs.

UNLV does not grant graduate credit for experiential learning prior to matriculation in the student’s program. Internship, field experience, and clinical credits must be approved by the Graduate Curriculum Committee and included as a requirement or option within approved graduate programs. These credits are closely supervised by students’ instructors, faculty advisors, and/or Graduate Coordinators.

2.C.15 Graduate programs intended to prepare students for research, professional practice, scholarship, or artistic creation are characterized by a high level of expertise, originality, and critical analysis. Programs intended to prepare students for artistic creation are directed toward developing personal expressions of original concepts, interpretations, imagination, thoughts, or feelings. Graduate programs intended to prepare students for research or scholarship are directed toward advancing the frontiers of knowledge by constructing and/or revising theories and creating or applying knowledge. Graduate programs intended to prepare students for professional practice are directed toward developing high levels of knowledge and performance skills directly related to effective practice within the profession.

The departmental faculty have expertise that they bring to the creation and ongoing development of graduate programs. This is supplemented by guidance from the academic dean and each dean’s leadership team. The Graduate College, through program and curricular review and Graduate Council guidance, provides further guidance and oversight. Together these layers of graduate faculty knowledge and expertise provide the framework for graduate program requirements, course work, meaningful culminating experiences, and professional development that are specifically designed to benefit graduate students and provide them with the skill set they need to succeed in their program and beyond.

The New Program and Program Change review processes are designed to ensure multiple levels of review when new programs are proposed or when there are proposed changes to existing programs. The review process is rigorous and is comprised of input and recommendations from faculty within the department, faculty within the college or school, the academic dean, the graduate council New Program Evaluation Committee, and the Graduate College associate dean or dean. The purpose of this is to ensure quality and rigor in graduate programs as reflected in their content, structure and execution. Similarly, graduate curriculum goes through the same general multi-level review. This ensures that all graduate course
content and requirements are at the appropriate level and designed to maximize student learning and the development of specialized skills as appropriate to the discipline.

Graduate programs intended to prepare students for artistic creation direct students toward developing personal expressions of original concepts, interpretations, imagination, thoughts, or feelings in multiple ways. This is accomplished through the specific exercises and requirements in their coursework, through direct mentorship between graduate faculty and graduate students, and through regularly scheduled and required exhibitions of work or performances. The culminating experiences required for students in programs dedicated to artistic creation tend to combine exams or written work with the actual presentations of artistic creations or performances that are evaluated by their graduate committee.

Graduate programs intending to prepare students for research or scholarship direct students toward advancing the frontiers of knowledge by constructing and/or revising theories and creating or applying new knowledge. These graduate programs do this in varying ways, but all employ coursework in theory and methods, as well as substantive areas of specific expertise, to introduce students to these advanced concepts and skill sets. Moreover, students in these disciplines routinely engage in both their own research and in research projects with faculty mentors. It is commonplace, and in some departments required, that graduate students present research at scholarly conferences, submit papers for publication with faculty, and even submit their own original work for publication. At the master’s level, these experiences are capped off by the writing and defense of a thesis, or by the submission of a professional paper. At the doctoral level, students produce original research and publish it in the form of a dissertation. Graduate faculty guidance, mentorship, and graduate student committees play a very big role in the educational experience in these types of graduate programs.

Graduate programs intended to prepare students for professional practice generally spend more time than other types of graduate programs directing students toward developing advanced knowledge and performance of skills related to effective practice within the profession. Like other graduate programs, the curriculum provides the basis for transmitting the specific knowledge necessary for trainees in a particular profession. While students in these programs often participate in research with faculty, or conduct research on their own, many also have the opportunity to engage in hands-on learning in the form of traineeships, internships, practicums, and other field placements. Culminating experiences vary and may include professional papers and projects, final exams and portfolios, or theses and dissertations. Faculty mentorship into the norms and standards of the profession is essential in these

UNLV Chosen for Program to Encourage Minority Students to Enter Dentistry

“The UNLV School of Dental Medicine is one of 11 schools nationwide chosen to partner with the American Dental Education Association on a program to encourage minority students to enter dentistry. The school will receive a $12,000 grant for the yearlong initiative, and administrators and faculty will be able to attend a three-day training course covering the association’s lessons from a decade-long project looking into expanding dental care to underserved populations.”

Las Vegas Sun, December 19, 2012, Tovin Lapan.
Continuing Education and Non-Credit Programs

2.C.16 Describe how credit and non-credit continuing education programs and other special programs are compatible with the institution’s mission and goals.

The UNLV Division of Educational Outreach (DEO) is an integral part of the education, research and service mission of UNLV. It works with college and school deans and faculty across campus to shape the university’s outreach to government, business, and the citizens of Nevada. Its mission is “to extend UNLV’s educational resources in support of and partnership with the community, state, region, and beyond in an effort to serve learner needs and interests through innovative courses and comprehensive programs and services. Adult, senior and part-time students, military personnel, government employees, and learners who are unable to attend traditional campus-based credit courses and programs constitute the student populations served by the division.”

This mission and the activities of the DEO are in alignment with the mission and goals of the university as it serves as UNLV’s main point of access for non-traditional students, thus supporting Core Theme 1, Promote Student Learning and Success. To this end, the DEO recently created two new programs for Nevada’s workforce:

- The Building Energy and Sustainability Technician course development was the result of a special grant to the State of Nevada to reduce energy use in major hotels and casinos. The students are currently employed technicians that are upgrading their skills and knowledge to better serve their employer by lowering energy usages (and thus costs) and they are helping Nevada by lowering the overall energy use in the state. This program began in November 2011.

- Medical Assistant classes began in March 2012 at the Shadow Lane Campus utilizing the UNLV College of Nursing facilities and the Nevada System of Higher Education Clinical Simulation Lab. The demand for trained medical assistants is extremely high in southern Nevada.

To achieve its mission, the Division of Educational Outreach manages the following:

Summer Term
Self-supporting academic credit courses offered during the summer are managed by the Summer Term Office. These courses are taught in condensed formats. The curriculum content, credit hours, instructor selection, evaluation, and assessment are all the purview of the academic unit with the DEO providing administrative management services, such as budget management, instructor contracts, and marketing to assist the academic unit. Summer Term enrollment averages around 15,000 students.

Online Education (OE)
The Office of Online Education, previously known as Distance Education, provides the services
necessary to UNLV faculty, departments, colleges, and schools to produce fully online and hybrid courses. The office extends educational outreach and access of academic credit courses and degree programs to the local and global communities in an effort to serve a diverse population of students who prefer or need alternative methods of delivery. To increase the opportunity for successful learning outcomes, active learning, measurable outcomes, and proven pedagogies are used. The curriculum content, credit hours, instructor selection, evaluation, and assessment are all the purview of the academic unit but services are provided to assist them.

**Continuing Education (CE)**

The non-credit Continuing Education offerings and specifically the Professional Development Center, promote student learning and success in support of Core Theme 1, Promote Student Learning and Success through life-long learning which builds a more educated local workforce, promotes private-sector investment in the area, and helps to diversify the Nevada economy, an important goal for higher education institutions in the state of Nevada. Continuing Education engages the local community and businesses to provide courses and training for occupational advancement or corporate contract training which will advance the current workforce.

Continuing Education offers non-credit courses for professional certification, skill enhancement, and personal enrichment. Personal enrichment includes a wide range of leisure and recreational activities. Personal Enrichment also provides extensive travel and exploring trips to various locations for both educational and recreational purposes, as well as offering numerous classes in personal growth, health and fitness.

Continuing Education courses reach about 8,000 students per year and all of the programs are intended to improve the professional and personal productivity, efficiency, and competency of the students.

Out of the more than 750 courses provided annually by Continuing Education, one highly successful program that directly affects local businesses is the Paralegal Certificate Program. The Paralegal Certificate Program was developed by paralegals and is based on their real-world experiences. The program concentrates on the enhanced skill development that paralegals need plus an in-depth study of tort and contract law. The program was launched at UNLV in 1993 and has an exceptional reputation among members of local, state, and national legal community. It has been adopted and emulated around the country at universities including Duke, University of California Berkeley, University of California Davis, Rice, University of Miami, and DePaul among others.

**Osher Livelong Learning Institute (OLLI)**

The institute is a member-led organization designed for retired and semi-retired individuals who share similar life experiences, a desire for lifelong learning, and an active pursuit of knowledge within the setting of the university community. The institute provides member-led non-credit study groups throughout the year. It is endowed by the Osher Foundation.

**Public Lands Institute (PLI)**

The Public Lands Institute is a self-supporting externally funded institute. It develops effective

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solutions for public land management and stewardship that are essential for the protection, multiple use, sustainability, and management of public lands. The institute works in collaboration with federal, state, and non-profit partners to create new knowledge, advance technology, improve education, and engage the community. In so doing the institute provides research, education, and outreach opportunities for UNLV faculty and students.

**Community2Campus (C2C)**
Self-supporting academic credit courses, other than summer term, are fiscally managed by the Community2Campus Office which works very closely with academic units. These courses have the same academic standards and expectations as traditional academic credit courses that are offered over academic semesters. The self-supporting courses are typically delivered in modular or compressed formats and may include special events such as workshops, conferences, certifications, and travel. The courses and credit hours are developed and approved through the standard university policies and procedures in the academic unit, faculty senate committees, and the Office of the Executive Vice President and Provost. Academic grades, instructor selection, evaluation, and assessment are the purview of the academic unit. Enrollment in self-supporting academic credit courses has been increasing as shown in the chart below.

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<th>2009-10</th>
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<tr>
<td>Enrollment</td>
<td>3755</td>
<td>4350</td>
<td>4658</td>
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**Cannon Survey Center (CSC)**
The center provides the management, staff, and facilities required to conduct all phases of telephone, internet, face-to-face, and mail surveys. It assists units, the university, and the community by providing multi-modal data collection capabilities and assessment services.

2.C.17 The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution’s continuing education and special learning activities.

The DEO offers continuing education, non-credit, and academic credit courses directed at meeting the educational needs and personal enrichment goals of the Las Vegas community. The offerings are consistent with UNLV’s mission statement and core themes, providing citizens with opportunities to upgrade skills for current or future jobs and physical and personal enrichment.

Continuing Education non-credit courses are developed jointly with the DEO program coordinator, the course instructor, and faculty members when appropriate. Continuing Education has well established policies and procedures for reviewing, evaluating, and offering all non-credit courses with or without CEUs. Over twenty courses have been developed by academic and
professional faculty and are also taught by them. Examples of these courses include Human Resources Law, English as a Second Language, Chinese Language, Bookbinding, UNLV Community Concert Band, UNLV New Horizons Band, Expressive Actor and Integrated Voice Movement, Actor Training, Business Writing, courses in business and hotel management, and exploration and travel.

Continuing Education Units (CEUs) are solely the responsibility of the Division of Educational Outreach. The DEO is responsible for maintaining all registration records for CEUs. This sole source is the best insurance of consistency across the institution. As noted in the Continuing Education Professional Development Catalog\(^{164}\), some of the courses in the catalog qualify for CEUs. The DEO has standardized processes for approving CEUs, which includes review by the Curriculum Generation Group, a committee that includes all of the CE program coordinators, the Director of Continuing Education and the Vice Provost for Educational Outreach, and when appropriate, academic faculty. Assessment plans are also a part of this review process. The Curriculum Generation Group decides whether or not the proposed course is an appropriate match with the university’s mission. CEUs are awarded based on the hours of course instruction time based on guidelines established by the International Association for Continuing Education and Training (IACET)\(^{165}\).

2.C.18 The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.

Continuing Education Units are solely the responsibility of the DEO and it is responsible for maintaining all registration records for CEUs. This policy of a sole source is the best insurance of consistency across the institution.

The granting of CEUs follow the guidelines established through the International Association for Continuing Education and Training (IACET):

CEUs provide a standard unit of measure, quantify continuing education and training activities, and accommodate for the diversity of providers, activities, and purposes in adult education. One CEU equals ten contact hours of participation in an organized CEU experience, delivered under responsible sponsorship, capable direction and qualified instruction\(^{166}\).

As noted in the Continuing Education Professional Development Catalog\(^{167}\), some of the courses in that catalog qualify for CEUs.

The DEO has two standardized processes for approving CEUs:

\(^{164}\) http://edoutreach.unlv.edu/
\(^{165}\) http://www.iacet.org/ceus/about-the-ceu
\(^{166}\) http://www.iacet.org/ceus/about-the-ceu
\(^{167}\) http://edoutreach.unlv.edu/
1. The first process is when a program coordinator identifies a course topic that may be of interest to members of the community. The program coordinator will then conduct research to learn:

- Other schools in the area that offer courses of a similar nature
- The price points for those courses
- Whether or not CEUs are awarded for this course type nationally
- Type of experience, certification, and/or educational background that would be required to be an instructor for this course
- The materials needed to offer this course
- The best possible methods for offering this course (traditional classroom setting, online, blended, etc.)
- The established learning objectives, evaluation, and assessment processes

The program coordinator presents the research to the Curriculum Generation Group, a committee that includes all of the Continuing Education program coordinators, the Director of Continuing Education and the Vice Provost for Educational Outreach, and if appropriate, academic faculty. The Curriculum Generation Group then decides whether or not the proposed course is an appropriate match with the university’s mission. The number of CEUs is based on the hours of course instruction time and the Curriculum Generation Group reviews and approves the number of CEUs for each course. If approved, the program coordinator moves forward with the development of the course.

A file is maintained on each course for seven years, beginning with the course proposal form and including course learning outcomes, assessment plan, budget, attendance rosters, and student evaluations of the course. In addition to maintaining hard copies, Educational Outreach uses a customized course registration system called ACEware. This database tracks enrollments, grades, revenue, and expenses for all courses offered through the DEO. Data housed in ACEware are maintained indefinitely.

2. The other process by which courses may be approved for CEUs is when DEO is approached by an outside entity such as a business, non-profit association, or academic society and they request approval to offer CEUs through UNLV. A standardized CEU Application and Approval form and process is then followed.

In addition to course by course approval and implementation, DEO also partners with other companies and professional organizations to expand its portfolio. Several examples of courses and/or programs are provided below. Courses and/or programs being considered go through a full review by the Curriculum Generation Committee and a rigorous process in the Purchasing and Contracts Department. Evaluation and assessment plans are developed for each course.
and/or program as briefly illustrated in the sections below. Many of the examples are non-profit professional organizations which are industry-specific and they award the national designation being sought. Some work with the Holmes Corporation, which is a curriculum development company.

The DEO purchases the curriculum for the Society for Human Resource Management’s (SHRM) Professional in Human Resources (PHR) and Senior Professional in Human Resources (SPHR) examination preparatory classes and offers the courses. The PHR and SPHR are each national designations and an important credential in the human resources field. SHRM identifies the body of knowledge and the Holmes Corporation develops the curriculum. UNLV purchases it from Holmes and SHRM/Holmes provides logo authorization, marketing support, and helps in identifying qualified instructors. The curriculum is extensive, it includes modules, each with learning objectives, and pre- and post-tests, after which students may choose to sit for an online three-hour exam to earn the national designation. This ensures that the award of CEUs is directly based on the student achievement of identified learning outcomes. The results of the exam are immediate to the student and the DEO receives a report on the number of DEO students who take the examination, the number of passes and failures.

The DEO has selected to partner with some for profit companies in order to expand the online portfolio, such as Gatlin Education Services (now known as ed2go) offers online certificate programs. Ed2go does the assessing of student learning outcomes through their online learning system website. Students must receive an overall final passing grade of 70% or greater to pass the online program and receive a certificate of completion. Ed2go tracks each student's learning and progress in their online learning system and submits the final percentage score for each student to DEO which is entered and recorded in the student's record in the ACEware system.

As stated above, a file is maintained for seven years on each course, beginning with the course proposal form and including course learning outcomes, assessment plan, budget, attendance rosters, and student evaluations of the course. In addition, the DEO uses ACEware. This database tracks enrollments, grades, revenue and expenses for all courses offered through the DEO. Data housed in ACEware are maintained indefinitely.

The Division of Educational Outreach manages the registration and fiscal matters for the summer term and all other self-supporting academic credit classes throughout the year. Self-supporting academic credit courses and credit hours are all developed and approved through the standard university policies and procedures in the academic unit and faculty senate committees. Academic grades, instructor selection, evaluation, and assessment are all the responsibility of the academic unit. Each self-supporting academic course has a full evaluation and assessment plan that are fully reviewed within the division and the annual assessment report is submitted to the Office of Academic Assessment.

2.C.19 Describe how the institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.

The Division of Educational Outreach uses a customized course registration system called ACEware. This database tracks enrollments, grades, revenue, and expenses for all non-credit
courses offered through DEO. Data housed in ACEware are maintained indefinitely on servers managed by the Office of Information Technology.

Electronic and hard copy records are maintained for evaluation, assessment, transcript accessibility, and fiscal audits as well as planning purposes that describe the nature of learning, quantity of service, and student records. For each non-credit course offered, DEO maintains a Course Proposal Form that lists the course description, the nature of the course, and a proposed budget. All courses files, whether new or established, include the following elements:

- **Course Description** – includes learning outcomes, contact information for the course coordinator, schedule information, location, and instructor

- **Course Budget** – includes direct expenses (i.e. instructor compensation, cost of materials parking permits, marketing, etc.) as well as indirect expenses (40% of projected revenue is allocated to cover indirect expenses such as staff salaries, facilities costs, etc.)

- **Course File** – includes copy of an approved course proposal form, copies of all expenses, attendance rosters, samples of course materials, final grade roster, copies of letters/certificates issued in support of the course, copies of written requests for refunds/cancellations, and invoices for enrollment fees when appropriate, copies of student evaluations of the course

After the course is completed, students are asked to evaluate the course using a course evaluation form. The evaluation forms are reviewed by program coordinators and processed by the Cannon Survey Center. Evaluation and assessment reports are returned to the program coordinators, Director of Continuing Education, Vice Provost Educational Outreach, and are digitally archived. Assessment reports are provided to the Office of Academic Assessment annually or at any time upon request. These data are reviewed by the program coordinators with the course instructor(s), and information from the evaluations and reports are used to improve the course in several ways including content, student learning outcomes, instruction, delivery method, and format.
2.D Student Support Resources

2.D.1 Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.

Support of student learning transcends operational and organizational boundaries. Collectively, academic success and engagement units provide comprehensive education support services that promote student success through graduation and beyond. A brief summary of a selection of these key units is provided below.

The Academic Success Center

The Academic Success Center partners with the entire campus to welcome and mentor students from pre-admission to successful graduation. Services offered by the Academic Success Center include:

- **Academic Advising**
  Academic Advising is offered for exploring majors, as well as undergraduate non-degree seeking, adult learner, and returning students.

- **Mid-semester Grades Program**
  For several years, UNLV faculty have reported mid-semester grades which allows intervention on the part of advisors who contact students in danger of failing a course and work with them to enroll in a mid-semester course better suited to their skill level.

- **Early Studies Program**
  The Early Studies Program provides highly-motivated Nevada high school students the opportunity to enroll in UNLV courses and earn college credit, while receiving the support services of the ASC.

- **First-Year Seminar**
  The ASC partners with the College of Liberal Arts to offer 3-credit First-Year Seminars for Exploring Majors (COLA 100E) that introduce students to university life and expose them to skills and knowledge necessary to help them succeed as an undergraduate.

- **The Academic Success Coaching Program** is designed to help students not only be successful academically, but to thrive and to contribute to the vibrant UNLV learning community. Academic success coaches are graduate students who are trained to provide academic support and mentoring for their students. Coaches meet regularly with their students to build on academic and personal strengths while identifying areas in need of additional support such as time management, note-taking, test-taking strategies, and basic content skills in math and reading. Together the coach and student create goals and a strategy for how to balance an academic and personal life in the most effective manner. The coaches act as personal guides to help motivate their students to ensure they stay in good academic standing. The coaches

168 [http://academicsuccess.unlv.edu/](http://academicsuccess.unlv.edu/)
refer their students to the many departments and resources at UNLV as the need arises so that students receive the appropriate assistance to have a successful academic career at UNLV. The coaches also work closely with college academic advisors to maintain a consistent message of support to encourage the student’s progress toward degree completion.

Academic success coaching is available for any undergraduate student at UNLV. However, the program primarily focuses on first-year students who are admitted under alternate criteria. Freshmen who are admitted under alternate criteria are required to meet with an academic success coach at least three times early in the fall semester. Registration holds are placed on students’ accounts in order to ensure that the meetings occur. The alternate admission students must maintain at least a 2.0 in their first semester. Students will be required to meet with their academic success coach in the second semester if a 2.0 GPA is not maintained. UNLV has found that alternate admission students who participate in the coaching program tend to have higher grade point averages and are more likely to remain at UNLV than their peers who do not utilize the service.

- **Testing Center**
  Testing services provided at the Testing Center include: ACT Residual Test, CLEP Test, Correspondence Tests and Proctoring Services, and National Standardized Tests. All accommodated testing is done through the Disability Resource Center.

- **Tutoring**
  Free tutoring is available for a variety of UNLV courses throughout the school year. Tutoring supports in-class learning to help students become independent learners. In addition to the tutoring support provided by the Academic Success Center, a number of colleges, schools, and departments also provide their own tutorial services, focused on a particular discipline. The UNLV Writing Center offers free assistance to currently enrolled UNLV students and to UNLV staff with their writing projects. Learning support is available on a face-to-face basis and online.

- **Federal TRIO**\(^{169}\) Programs
  TRIO funded programs from the U.S. Department of Education are housed within the university’s Center for Academic Enrichment and Outreach. Participants enjoy a broad range of academic support programs to assist them in persisting and completing an undergraduate degree.

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\(^{169}\) Programs funded under Title IV of the Higher Education Act of 1965 and subsequent amendments, including Upward Bound, Educational Talent Search, Student Support Services Program, Educational Opportunity Centers, Training Program for Special Programs Staff and Leadership Personnel, and Ronald E. McNair Post-Baccalaureate Achievement Program.
degree program. Services provided include:

- One-to-one tutoring
- Small group tutoring
- Time management and study skills workshops
- Pre-testing
- Test preparation workshops

The results of the Student Satisfaction Inventory (SSI) indicate an improvement of student satisfaction with the quality of tutoring and academic support as shown in the table below.

<table>
<thead>
<tr>
<th>Student Satisfaction Inventory Results for Tutoring and Academic Support</th>
<th>2008</th>
<th>2011</th>
<th>Select 8 Peer Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutoring services are readily available</td>
<td>4.7</td>
<td>5.15</td>
<td>5.43</td>
</tr>
<tr>
<td>Academic support services adequately meet student needs</td>
<td>4.57</td>
<td>4.69</td>
<td>5.22</td>
</tr>
</tbody>
</table>

**Academic Advising**

Each college/school has its own academic advising center to serve the undergraduate student population. Each advising center is equipped with a staff of academic advisors who meet with students about their academic goals and to assist in constructing a plan for graduation. As of fall 2012, UNLV’s advisor to student ratio was 1/575. Further details of advising can be found on the main advising website[^170] and in Standard 2, sections 2.D.3 and 2.D.10.

The results of the Student Satisfaction Inventory (SSI) indicate an improvement of student satisfaction with the quality of academic advising as shown in the table below.

<table>
<thead>
<tr>
<th>Student Satisfaction Inventory Results for Academic Advising</th>
<th>2008</th>
<th>2011</th>
<th>Select 8 Peer Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>My academic advisor is approachable</td>
<td>4.92</td>
<td>5.11</td>
<td>5.50</td>
</tr>
<tr>
<td>My academic advisor is concerned about my success as an individual</td>
<td>4.56</td>
<td>4.77</td>
<td>5.28</td>
</tr>
</tbody>
</table>

**The Division of Student Affairs**

The mission of the Division of Student Affairs is to provide quality services and programs that

[^170]: [http://www.unlv.edu/advising](http://www.unlv.edu/advising)
create educational opportunities to foster collegiate success, enhance continuous learning, and promote a just and inclusive campus. Working in partnership with the university and surrounding communities, Student Affairs is a service-oriented division that strives to establish a safe and secure learning environment that is diverse, dynamic, and student-centered. The units of Student Affairs are:

- Administration
- Campus Life
- The Center for Academic Enrichment and Outreach (CAEO)
- Enrollment and Student Services
- Student Wellness
- Police Services

The Office of the Vice President for Student Affairs is responsible for coordinating services and programs offered within the Division of Student Affairs. Responsibility for the student judicial affairs process rests with the vice president. The vice president works with student leaders, contract providers, and division staff to ensure that students are well served. The Division of Student Affairs operates a collaborative leadership model for organizational development and decision-making. The Vice President for Student Affairs and the Vice President’s Council composed of the leaders of Campus Life, Enrollment and Student Services, the Center for Academic Enrichment and Outreach, Student Wellness and Police Services, set the agenda for work with students and other constituencies.

The Division of Student Affairs provides opportunities for students to enhance their intellectual, social, and personal development, providing them with opportunities for recreation and entertainment through intramural programs, athletic events, and cultural events, as well as opportunities for involvement in student government, campus activities, honor societies, and faculty research. In order to effectively provide services, UNLV uses a variety of student satisfaction surveys that inform Student Affairs units. A list of those surveys is available in appendix 2.D.1.1.

The Division of Student Affairs has a longstanding collaborative relationship with students and student leadership to foster an environment that supports student success and growth. The Consolidated Students of the University of Nevada, Las Vegas (CSUN) is the university’s undergraduate student government. The purpose of CSUN is to provide undergraduate students with a voice on important issues and enhance the overall student experience at UNLV. The university also supports a Graduate and Professional Student Association (GPSA) which promotes and represents the interests of graduate and professional students at UNLV.
The First-Year Seminar

Five broad University Undergraduate Learning Outcomes (UULOs) provide the philosophical framework for an integrated course of study in the undergraduate General Education component of all students’ baccalaureate programs. The five UULOs are:

- Intellectual Breadth and Life Long Learning
- Inquiry and Critical Thinking
- Communication
- Global and Multicultural Knowledge and Awareness
- Citizenship and Ethics.

The UULOs and their associated learning outcomes are intentionally designed to address student capabilities and knowledge that are applicable across all undergraduate majors. The UULOs articulate clear expectations for what all UNLV students should know and be able to do upon graduation. The UULOs form the foundation for general education and extend into the majors.

To both address and provide depth in developing student capabilities described by the UULOs, a four-course progressive curricular framework consisting of two new lower-division courses, First-Year Seminar and Second-Year Seminar, and two new or revised designated upper division courses or learning experiences in the major, Milestone and Culminating Experiences, create a purposeful sequence of learning from the first year, to the middle years, to the senior year. This curricular framework went into effect fall 2012 for students admitted under the 2012-2014 Undergraduate Catalog.

The First-Year Seminar (FYS) introduces students to all five UULOs through reading, writing, and critical thinking. Freshman students take and must pass a FYS offered by any college or department, regardless of their major.

FYS courses also orient students to college transition, the expectations, processes, and procedures of the university, and career exploration with a goal of enhancing the likelihood of student success and retention. Some FYS offer the option to be linked to other courses that reinforce outcomes in the UULOs, such as composition or critical thinking. The linked courses create a sense of community for the students, as they would be in the same student cohort for two or more of their courses. To date, UNLV’s experiences with learning communities, including Writing Links, Communications Studies, Business and Sciences, indicates that student engagement, performance, and retention are all higher when students participate in learning communities. Learning communities encourage integration of learning across courses and involve students with “big questions” that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and the faculty.

In addition to oversight of the above-mentioned units, the Vice President for Student Affairs and
the Executive Vice President and Provost work with academic units across campus to increase academic support for students and to engage purposely with faculty groups around retention, student engagement, academic advising, and the first-year experience.

Information technology and library services that support student learning are covered extensively in 2.G.5-8 and 2.E.

Graduate Students

The University Libraries provides an extensive array of support services and facilities for graduate students that are identified on its Services for Graduate Students webpage. The Graduate and Professional Student Association offices are located in the main branch, Lied Library, in the new Graduate Student Commons, opened on September 12, 2012, that provides office and meeting space, research support computing resources.

The Graduate College Student Advising Services Office provides informal and student-centered issue-resolution services to current and prospective graduate students. The office assists students with information and guidance about the Graduate College and graduate program policies and procedures, graduate student rights and responsibilities, complaint, and appeal processes.

The Office of the Vice President for Research and Graduate Studies provides support services for graduate students in conducting their research including:

- Professional development in the initiation, conduct, and completion of research through the Graduate College Research Certificate Program
- Training and support for human subjects research through the Office of Research Integrity
- Support for access to permits for research on public lands through the Public Land Permits program
- Information about loans, internal and external fellowships and scholarships, grants, graduate assistantships, and awards

The Graduate College provides information about application for graduate assistantships (GAs), the duties and expectations of GAs, and training in course design and classroom management. The Graduate College and University Libraries offer professional development workshops for graduate students in areas such as writing projects, copyright essentials, use of the university’s online education portal, and approaches to citing reference, are coordinated through the Consortium for Faculty Professional Opportunities.

171 http://www.library.unlv.edu/services/grad_students
172 http://graduatecollege.unlv.edu/current/SAS.html
173 http://graduatecollege.unlv.edu/gccrp.html
174 http://graduatecollege.unlv.edu/financing/
175 http://graduatecollege.unlv.edu/ga/
176 http://cfpo.unlv.edu/calendar/teaching-assistant-workshop-basics-and-essentials
2.D.2 The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.

UNLV Police Services strives to provide adequate safety and security of its students and their property. The Police Services unit is a full-service police department operating 24 hours a day, 365 days a year on the Maryland Parkway campus, the Paradise Campus, the Shadow Lane campus, and Sam Boyd stadium (the UNLV football and special events venue).

Dialing 911 on a university phone goes directly to Police Services Dispatch. There are 106 highly visible emergency telephones, including blue lights at night, located around the campus mall, parking lots, and parking garages on all three UNLV sites.

University police officers are category-one peace officers and are required to complete a 22-week, 750-hour state Peace Officer Standards & Training (P.O.S.T.) academy as well as pass 560 hours of field training to qualify as a University Police Officer I. After completing a one-year probationary period, the officer is promoted to a University Police Officer II.

Since the tragic events of September 11, 2001 and the Virginia Polytechnic Institute on April 16, 2007, UNLV Police Officers have increased their armament and undergone Emergency Operations Center and disaster training. Police Services has developed an Emergency Operations Center (EOC). This EOC will be activated in the event of a large scale emergency in order to provide clear communication between university officials, emergency responders, and the community. Police Services also has an Emergency Notification System that, when activated, will send an emergency message to university cell phones, personal cell phones, university email, and personal email. UNLV faculty, staff, and students are automatically enrolled when hired or admitted and can later opt out of the system if they desire.

Police officers received what is commonly referred to as “Active Shooter Response” training.
before and after the shootings that occurred at the Virginia Polytechnic Institute. This is an ongoing training regimen with officers receiving tactical response training bi-annually.

Police Services maintains a cooperative relationship with the Las Vegas Metropolitan Police Department, and enforces federal, state, and county laws and ordinances as well as university regulations. It has the same law enforcement power as all other Southern Nevada police agencies. All criminal incidents are investigated and prosecuted. An agreement between UNLV and the Las Vegas Metropolitan Police Department extends Police Services’ jurisdiction beyond the Maryland Parkway campus to include streets adjacent to it.

UNLV Police Services believes it is more beneficial to prevent crime than to react after the occurrence. A primary method for accomplishing this goal is the department’s comprehensive crime prevention strategy. This strategy is based on a multi-layered approach that includes proactive area patrol of the campus and crime prevention education and training. Modeled after the “community policing” concept, this strategy allows Police Services officers to listen closely to the students, staff, and faculty of UNLV in order to provide services that fulfill their needs.

UNLV complies with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and annually publishes the *Department of Polices Services Annual Security Report*\(^{177}\). It highlights crime reporting procedures, crime prevention programs, and other services available to the campus community. Crime statistics are also provided as is information regarding the number of arrests made for certain designated criminal offenses. This report can be obtained online or from the Police Services headquarters building on Harmon Avenue.

A daily crime log is published on the Police Services website\(^{178}\) and the student newspaper covers campus crime related stories periodically.

The table below illustrates that student satisfaction with safety and security is improving, yet there is still a gap between UNLV and peer institutions.

<table>
<thead>
<tr>
<th>Student Satisfaction Inventory Results for Safety and Security</th>
</tr>
</thead>
<tbody>
<tr>
<td>(on a scale of 1-7, 7 being very satisfied)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>2008</strong></td>
</tr>
<tr>
<td>Safety &amp; Security</td>
</tr>
</tbody>
</table>

Police Services has responded to the perception of a gap in several ways as it works to make the campus a safer environment:

- Bicycle registration program
- Laptop computer registration program
- Vehicle assistance service

\(^{177}\) [http://police.unlv.edu/policies/campus-report.html](http://police.unlv.edu/policies/campus-report.html)

\(^{178}\) [http://police.unlv.edu/policies/crime-log.html](http://police.unlv.edu/policies/crime-log.html)
• After-hours building access program to secure campus facilities

• Overt surveillance camera system for UNLV’s two parking garages, sports stadium, and other campus locations

• Additional campus lighting

• Monthly Rebel Roundtables where police meet with the campus community to provide a venue for questions, and a safety/security presentation.

2.D.3 Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

Admissions
Consistent with UNLV’s mission and core themes, the university is focused on working with the community and the state to create the workforce of tomorrow. Admitting diverse qualified students benefits Las Vegas, the state, and the nation as these students enter the workforce and begin careers in the near future. UNLV recruits heavily in Clark County, Nevada high schools as well as other western states that have historically provided students. For the last two years, UNLV has hosted an event during the summer that gives students beginning high school a taste of what college is all about. Students fill out college applications, write personal essays, learn about graduation requirements, and hear guest speakers at career panels. Students stay in dorms, eat in the Dining Commons and in 2012, had an opportunity to attend an exhibition basketball game. Eighth and ninth graders participating in the program were at-risk students in Clark County as described in appendix 2.D.3.1.

UNLV strives to admit students who are qualified to attend college and have the potential to benefit from higher education. The university specifies admission requirements in both its undergraduate and graduate catalogs and on its website. Prospective freshmen students must have a weighted 3.0 GPA in certain high school academic

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U.S. News Ranks UNLV 11th in Student-Body Diversity

“College-bound students who believe that studying with people of different racial and ethnic backgrounds is important will want to consider student-body diversity when choosing a school. To identify colleges where students are most likely to encounter undergraduates from racial or ethnic groups different from their own, U.S. News factors in the total proportion of minority students, leaving out international students, and the overall mix of groups.”

The categories used were Black or African-American, Hispanic, American Indian, Asian, Pacific Islander, White (non-Hispanic), and multiracial. In September 2012, U.S. News ranked UNLV 11th in the U.S. (tied with four other institutions) in student-body diversity.

units, or have specific SAT and/or ACT scores, or have a Nevada Advanced High School Diploma. ACT and/or SAT test scores are used to determine a student’s placement into English and Math courses. Students who have not taken either the SAT or ACT, or who are looking to increase their test scores, can take the ACT Residual exam for placement into the appropriate course. The Center for Academic Enrichment and Outreach\(^\text{181}\) (CAEO) has programs to encourage applicants in ethnic groups that are underrepresented in higher education in Nevada, who are first-generation college students, and/or who have demonstrated financial needs. Credit may be granted to entering students who have achieved appropriate scores on one or more of the Advanced Placement Tests offered by the College Entrance Examination Board. Students receiving credit for advanced placement may apply these credits toward the total required for a degree.

The NSHE Board of Regents has established criteria for admitting applicants who do not meet UNLV admission standards and the Faculty Senate Admissions Committee reviews these applications. The alternate admission policy allows for applicants to apply for special consideration using the following criteria: a combination of test scores and grade point average that indicate potential for success; special talents and/or abilities; improvement in the individual’s academic record or other evidence of potential for success; overcoming adversity or special hardship; and special circumstances.

The Admissions Office recently incorporated the *Insight Resume* into the application for admissions. Developed by Oregon State University, this instrument is designed to promote student success by assessing preparedness and academic potential in the unique context of each student’s personal experience. The *Insight Resume* assesses non-cognitive attributes. These resumes also help inform the admissions decision for students who do not meet regular admissions criteria.

Prospective students, including student athletes, who do not meet the minimum admission requirements are required to submit a written personal statement, two letters of recommendation, and ACT or SAT scores to the Office of Admissions. These files are reviewed using the alternate admissions criteria and the Faculty Senate Admissions Committee makes an admission decision.

Once a student has been admitted under alternate criteria, the Academic Success Center\(^\text{182}\) works closely with them. Freshmen admitted under alternate criteria are required to meet with an Academic Success Coach at least three times early in the fall semester. Academic Success Coaches are graduate students who are trained to help students address skill gaps and to get them connected to resources on campus. Coaches help first-year students make a smooth transition from high school to college. Coaches work closely with Academic Advisors to ensure students are prepared to be successful at UNLV. Holds are placed on student accounts to ensure students meet with their coach during the first and second semesters. Coach meetings with students are one-on-one and focus on the needs of the individual student.

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\(^{181}\) [http://caeo.unlv.edu/](http://caeo.unlv.edu/)

\(^{182}\) [http://academicsuccess.unlv.edu/](http://academicsuccess.unlv.edu/)
**Graduate Admission**
The Graduate College welcomes applicants from all over the nation and the world to join UNLV’s community of scholars. UNLV’s more than 100 graduate programs provide an outstanding opportunity for advanced study in numerous areas of research and creative activity. Admission to the Graduate College is competitive. The rules and criteria established by the Board of Regents, UNLV, Graduate College, and individual graduate programs determine admissibility. Applicants must meet minimum admissions requirements as established by the Graduate College; once they do so, each graduate program makes final determination on admission based on the application materials reviewed by the department.

**Transfer Policies**
Transfer students are welcome at UNLV and the Transfer Students webpage\(^{183}\) gives prospective transfer students the necessary tools to determine course transferability and potential applicability to a desired degree program. The university’s transfer and credit acceptance policies are described in the Undergraduate Catalog, Admission Information section\(^{184}\). When a student transfers to the institution, the transcript is reviewed by the Transfer Articulation and Degree Audit team to determine comparability with UNLV courses. Whenever appropriate, students receive credit for prior courses either as equivalent to UNLV courses or as electives. Transfer Students confer with the college or school advising center about applicable General Education transfer credit and course substitutions where appropriate.

In the event that a student believes a transfer course is similar to one at UNLV but was not granted equivalency, the course may be reviewed by a department-designee in the specific discipline to assess transferability. Courses previously assessed are listed on-line in the Transfer Course Equivalency Tables at: http://www.unlv.edu/registrar/transferring/transfer-course-tables. Both potential transfer students and academic advisors at other institutions have access to this information.

To simplify the transfer process within the NSHE institutions, the Board of Regents has established an undergraduate common course numbering policy. This process is coordinated between all NSHE institutions. The common course numbering system can be accessed at: http://system.nevada.edu/nshe/index.cfm/administration/academics-student-affairs/common-course-numbering/.

**Orientation**
The Office of Admissions coordinates new student orientation and works closely with multiple campus offices. The orientation program is designed to help students make a successful transition to UNLV and promotes students’ academic achievement and personal development through a one-day comprehensive transition program. Academic advising is conducted during orientation and students register for classes at that time. Other events include the orientation days, New Student Welcome, Ask Me booths around campus on the first three days of classes, other student life welcome events, and Premier. Premier, facilitated by the Office of Civic Engagement and Diversity, is a long-standing UNLV tradition that welcomes new and returning students.

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\(^{183}\) [http://www.unlv.edu/transferstudents](http://www.unlv.edu/transferstudents)
\(^{184}\) [http://catalog.unlv.edu](http://catalog.unlv.edu)
In addition to new student orientation, UNLV offers the following orientation programs:

- **College Orientations**
  The college or school orientation is one of the activities conducted during New Student Welcome, the Friday before classes begin. It is followed by the President’s Barbecue hosted by the university and student body presidents.

- **Parent Orientation**
  UNLV recognizes the vital role parents play in supporting the academic success of their students. Parents are invited to orientation and special sessions are offered for them.

- **International Students Orientation**
  International Students Orientation is a day long program that is organized by the Office of International Students and Scholars. This required orientation for all new international students is held during the week before classes begin.

- **Honors College Orientation**
  New Honors College students and their families meet the Honors College Dean and faculty. Students learn about the college’s policies and practices. Students also find out how to succeed academically and take advantage of the many opportunities that are available in the Honors College.

- **Graduate Student Orientation**
  New Graduate Student Orientation is a half-day program that is hosted by the Graduate College. The orientation provides graduate students with important information to ease the transition into graduate study.

**International Students and Scholars**

The Office of International Students and Scholars\(^\text{185}\) is the primary contact to facilitate the transition of international students and scholars to educational experiences at UNLV and life in the United States. The office provides information and assistance regarding the understanding and fulfilling of government regulations as international students and scholars strive to meet academic or professional goals.

**Graduation requirements**

Requirements for institutional and program graduation are specified in the undergraduate and graduate catalogs\(^\text{186}\). Graduation requirements are also available on academic department websites and academic advising websites. Students can review their progress toward their degree using the MyUNLV system. Advisors and students are assisted in the process by the Academic Requirement Degree Audit report, generated for each student. The report matches courses taken at UNLV or transferred from other institutions with the requirements of a particular degree program. The registrar’s office verifies that graduation requirements are consistently applied in the degree verification process.

\(^{185}\) [http://www.unlv.edu/iss/](http://www.unlv.edu/iss/)

\(^{186}\) [http://catalog.unlv.edu/](http://catalog.unlv.edu/). To view the graduate catalog, select 2012-2013 Graduate Catalog from the drop down menu under the red bar at the top of the page and click on Go.
2.D.4 In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.

At times, academic units may want to eliminate a degree, major, or other program. To accomplish this, the unit must go through the chain of command in their college or school. Upon college or school approval, the recommendation goes to the university administration for approval, then to the Board of Regents. Students currently admitted to a program that is eliminated are provided a way to complete the program in a reasonable time period. This may require courses be taught for a maximum of two years after discontinuation of the program. Similarly, when significant changes occur in a program, students are given several options, which may include completing the old program, moving to a related major, or selecting an entirely different program. Every effort is made to ensure that students will not be harmed by such changes. Contact is maintained with students in order to ensure that they remain aware of critical deadlines.

2.D.5 The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes:

a) Institutional mission and core themes;

b) Entrance requirements and procedures;

c) Grading policy;

d) Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings;

e) Names, titles, degree held, and conferring institutions for administrators and full-time faculty;

f) Rules, regulations for conduct, rights, and responsibilities;

g) Tuition, fees and other program costs;

h) Refund policies and procedures for students who withdraw from enrollment;

i) Opportunities and requirements for financial aid; and

j) Academic calendar.

UNLV updates its undergraduate catalog every two years and its graduate catalog every year. The graduate catalog has moved to an annual update to better reflect current opportunities for students. The catalogs, current and archived, are available on UNLV’s website187. They are also easily accessed from the home page, in the A to Z index188, under Catalogs. Paper copies of the catalogs are no longer published, but paper copies of the 2010-1012 and earlier undergraduate catalogs and earlier graduate catalogs are available in the advising centers and the UNLV library.

The catalogs document the university’s mission and core themes (also available on UNLV’s About webpage189) and provide information on the institution’s academic programs and courses.

187 http://www.unlv.edu/about/academics/catalogs
188 http://www.unlv.edu/directories/a-z
189 http://www.unlv.edu/about/mission-statement
admission requirements, tuition and fees, financial aid, academic policies, academic integrity and student conduct, and graduation. The departmental websites also contain information on program entrance requirements and procedures; academic programs including degree and program completion requirements; expected learning outcomes; required course sequences and projected timelines to completion and can be accessed through the A to Z index\textsuperscript{190}. Academic advisors in each college or school or academic advisors working in the university’s Academic Success Center are additional resources for students with questions on this information\textsuperscript{191}.

Entrance requirements and procedures are available online at: http://go.unlv.edu/futurestudents or by visiting UNLV’s Admissions homepage online at: http://web.unlv.edu/admissions/.

Tuition, fees and other program costs are available online at: http://cashiering.unlv.edu/undergrad_calc.html. Tuition and fee calculators are available for use by both undergraduate and graduate attendees. Refund policies and procedures can be found online at: http://cashiering.unlv.edu/faq.html. Financial aid opportunities and requirements are available online at: http://finaid.unlv.edu.

The grading policy can be found online at: http://catalog.unlv.edu/content.php?catoid=6&navoid=531 - Grades http://catalog.unlv.edu/content.php?catoid=8&navoid=745#Grade_Point_Average.

A list of faculty and administrators, including names, degrees held, and conferring institutions is available in the undergraduate catalog\textsuperscript{192}. Biographical information for full-time faculty may be found by visiting their respective college or school websites, which may be found by following this link: http://www.unlv.edu/about/academics/units.

Student conduct, rights, and responsibilities is available online at: http://studentconduct.unlv.edu/.

Academic calendars are available at: http://registrar.unlv.edu/calendars/.

2.D.6 Publications describing educational programs include accurate information on:
   a) National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered;
   b) Descriptions of unique requirements for employment and advancement in the occupation or profession.

UNLV provides prospective students and enrolled students with information about state and national licensing requirements. The information is found on the college or school and department websites and is specific, such as this one for the Lee Business School: http://business.unlv.edu/accounting/150-hour-CPA-Requirement-in-NV/. Academic advisors in each college or school can also assist students with national and state eligibility requirements for licensure or entry into an occupation and with any unique requirements for employment and

\textsuperscript{190} http://www.unlv.edu/directories/a-z
\textsuperscript{191} http://academicsuccess.unlv.edu/
\textsuperscript{192} http://catalog.unlv.edu/content.php?catoid=6&navoid=540&hl=faculty+list&returnto=search
advancement in an occupation or profession\textsuperscript{193}. Career Services\textsuperscript{194} provides another avenue students can explore for occupational requirements through career counseling. Students can also search the job listings on the Career Services website.

2.D.7 The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.

The registrar’s office maintains the security of documents in partnership with the Office of Information Technology. Students’ academic files are imaged and stored in secure web servers that are maintained and backed up regularly by Retrievex, a local records and information management company. The registrar’s office follows the American Association of Collegiate Registrars and Admissions Officers’ guidelines for retention of records. Once a file that must be maintained is imaged, the physical file is destroyed by a licensed shredding contractor.

Data and records are maintained in mainframe environments that are temperature controlled and secured by multiple access points, security cameras, and round the clock human supervision. The mainframe containing the student records is located in the NSHE’s System Computing Services building in Reno, NV. An instance of this mainframe is backed up to the mainframe located in the System Computing Services in Las Vegas every night in case of any loss of data in Reno. The same instance is also backed up nightly and stored in a secure off-site location by Iron Mountain, Inc., a records storage and management company.

UNLV adheres to the Family Education Rights and Privacy Act of 1974 (FERPA). Student records are never released to a third party, except with the written consent of the student. All newly admitted and continuing students (as well as potential stop-outs from the last term) are made aware of their FERPA rights every semester through MyUNLV, the student registration and information system. MyUNLV also gives students the opportunity to opt out of releasing their directory information. New UNLV staff and faculty who need access to the student information system are made aware of FERPA obligations before they are granted access. All faculty and staff, as well as any other agents of the university who request access to student academic records, must complete a FERPA tutorial\textsuperscript{195} and acknowledgement. The tutorial is intended to ensure that anyone accessing student records understands the obligations under FERPA for proper use and protection of student records.

2.D.8 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

The Financial Aid and Scholarships Office\textsuperscript{196} assists students in identifying ways to pay their expenses.

\textsuperscript{193} http://www.unlv.edu/advising/centers
\textsuperscript{194} http://hire.unlv.edu/infoStudents.html
\textsuperscript{195} http://www.unlv.edu/assets/aboutmyunlv/training/FERPA/FERPA.html
\textsuperscript{196} http://finaid.unlv.edu/
Financial Aid and Scholarships awards grants and scholarships, loans, and work programs. The office administers on-campus employment and provides counseling to help minimize college loan indebtedness upon completion of a degree. The Financial Aid and Scholarships Office has helpful tools, such as videos, calculators and worksheets\(^{197}\), for students on its website.

Financial Aid is responsible for administering federal, state, institutional, and private financial aid programs within federal, state, institutional, and Board of Regents’ policies and regulations. Financial Aid also matches donors to scholars, consistent with donor requirements. The office provides in-house counseling and phone counseling.

Institutional compliance with financial aid award requirements is assessed through the following:

- Federal disbursements are reconciled against the financial aid delivery system, the Advantage accounting system within the Business Office, and the federal Common Origination and Disbursement software. Annual audits are also performed using contracted certified public accountants.

- State of Nevada funds disbursed are reconciled against financial aid delivery system, the Nevada Treasurer’s Office, and the Advantage system.

- UNLV scholarship programs are reconciled against the financial aid delivery system, Advantage, and the UNLV Foundation Office.

- Work Study programs are reconciled against financial aid delivery system, Advantage, and the Payroll Office.

- Procedures manuals and random quality control checks from financial aid supervisors help promote accuracy within processing.

- A compliance coordinator position works within the office to minimize audit risk, reviews procedures, updates manuals, performs assessments and runs quality control queries.

The categories of financial aid are clearly defined on the Financial Aid and Scholarships Office website\(^{198}\). Students can select links for scholarships and grants, work programs, and loans.

2.D.9 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution’s loan default rate.

UNLV’s Financial Aid & Scholarships Office monitors annual default rate releases from the United States Department of Education. As reported January 2013, the UNLV federal student loan default rate is 6.7% which is well below the national default rate of 9.1% and significantly

\(^{197}\) [www.unlv.edu/finaid/loans](http://www.unlv.edu/finaid/loans) and [www.unlv.edu/finaid/checklist/before-calculators](http://www.unlv.edu/finaid/checklist/before-calculators)

below the first level of sanctions which is 25%.

The office attempts to call students and mails informative letters to late stage delinquent students, encouraging students to work out a payment arrangement and maintain their borrower benefits with the Department of Education Direct Loan Servicing Center. Consumer information is also sent to students.

All first-time, first-year borrowers of federal Perkins, subsidized, or unsubsidized loan programs must participate in an entrance loan counseling session. The entrance loan counseling session describes borrower responsibilities as a federal student loan recipient. If a student does not participate in the entrance loan counseling session, loan proceeds will not disbursed to the student’s account. Additional information regarding loan repayment obligations is mailed to graduating seniors, students who drop below half-time enrollment status, or who withdraw from UNLV.

The Office of Financial Aid & Scholarship provides short informational videos available online for students regarding loan forgiveness, loan consolidation, what happens if a person defaults on a loan, how to fix a defaulted loan, and where to find information about the loan servicer. The UNLV Graduate College provides a dedicated web page199 with information about financing graduate study that includes links to the Free Application for Federal Student Aid (FAFSA) website. The office also provides updates about recent changes in student financial aid policies. Information about the elimination of subsidized student loans for graduate and professional students that was effective July 1, 2012 is provided at a Subsidized Loans Update web page200.

A financial aid representative is dedicated to the School of Dental Medicine201. Amounts borrowed by students and estimated monthly payments upon graduation are provided. This is particularly important for these students because of the high program costs and loan amounts borrowed by students within the School of Dental Medicine.

2.D.10 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published and made available to students.

The mission of academic advising202 at UNLV is to assist students by collaborating with them in identifying and pursuing their educational goals, providing accurate and timely information, and promoting student responsibility and accountability for their academic success. UNLV has steadily increased the number of academic advisors for undergraduate students over the past years from 31 in 2006 to 41 in 2012. Since student enrollments have increased by about 1,000 over that same time period, the result has been a steady improvement in UNLV’s advisor/student

199 http://graduatecollege.unlv.edu/financing/
200 http://www.unlv.edu/finaid/loans/subsidized-eliminated
201 http://financialaid.unlv.edu/contact.asp
202 http://www.unlv.edu/advising
ratio from 1/728 in 2006 to 1/567 in 2012.

**Advising Centers and Advisor Qualifications**
UNLV supports 11 academic advising centers across campus, each working autonomously within their respective college or school. Each college or school office is structured with an advising center director and a staff of professional advisors. These centers are represented on the Executive Director Committee. This committee oversees academic advising throughout the campus, as well as establishes policy and guidelines. All advisors serve on the UNLV Academic Advising Council which provides the opportunity for professional development, training, and other learning experiences for both new and seasoned advisors. Advisor responsibilities include:

- Creating and maintaining an interactive environment and encouraging mutual trust and open communication
- Providing students with information and resources to promote academic progress
- Empowering students to take responsibility for their academic success
- Staying informed of current and changing rules, regulations, and program requirements
- Referring students to campus services relevant to their individual needs
- Collaborating with peers by participating in the exchange of ideas, information, and philosophies through professional development

The Office of the Executive Director of Academic Advising is responsible for the institutional leadership, mission, and forward progress of the academic advising centers on the campus. The office is also responsible for the overall assessment of academic advising, professional development opportunities, and the campus-wide communication across the advising centers.

Academic Advising maintains a strong presence at all on-campus (and many off-campus) undergraduate recruiting events and plays a pivotal role in the freshmen, transfer, first generation, and re-entry student orientations.

Advisors and students are assisted in the advising process by the Degree Audit report, found in MyUNLV, UNLV’s student information system. The system matches courses taken at UNLV or transferred from other institutions with the requirements of a particular degree program. It helps students and staff identify degree requirements, plan future coursework, and determine how completed UNLV courses, courses in progress, and transfer courses may apply towards a degree. The Degree Audit report also provides information on general education requirements as well as

**Stuffing Backpacks with Kid-Friendly Food**
UNLV students work with Three Square, a southern Nevada food bank, to increase donations through grocery stores; raise funds; and stuff backpacks for children in elementary schools with the highest free or reduced-price lunch programs. The backpack program originally started to provide food for children on the weekends and has grown to include mid-week backpacks.
other graduation requirements such as upper level course hours, total hours, and residency hours.

Academic advisors are well versed in the university’s resources and curriculum. In addition to frequent team briefings and departmental meetings, staff also have available to them a range of professional development opportunities. Academic advisors are kept current in their knowledge of the university’s academic advising and are able to help students navigate the institutional system. The academic advisor assists students in the development of meaningful educational plans that are compatible with personal and/or career goals and instill a desire for lifelong learning.

**Advising Processes**

In fall 2009, advising for all first-time undergraduate students became mandatory prior to registration for classes. For new freshmen, academic advising requirements are communicated initially through mandatory attendance at New Student Orientation. New freshmen receive advising for the first semester at the afternoon segment of the orientation program. The only exemptions granted are for out-of-state students who cannot attend due to financial hardship. For this population of students, the mandatory academic advising appointment is accomplished by email or telephone prior to the beginning of the first semester of attendance.

Beyond the first semester, students are encouraged to meet with the appropriate college-specific academic advisor on a semester basis. In addition to face-to-face appointments with an advisor, students can retrieve their Academic Requirements Report (ARR) through MyUNLV. The ARR delineates degree progress as it relates to course completion as per curriculum requirements of programs.

For new transfer students, academic advising is accomplished through one-on-one appointments with academic advisors. Transfer students are directed to the appropriate Advising Center via the official letter of acceptance to UNLV. Beyond the first semester, students are encouraged to meet with the appropriate college-specific academic advisor on a semester basis. In addition to advising appointments, program degree sheets are maintained on the webpages of the Academic Advising Centers. Alternately admitted students have the option to work with the advising center of their major as well as the Academic Success Center for the communication of program and advising requirements. Non-degree seeking students work with the Academic Success Center for advising.

The majority of UNLV’s transfer students come from the College of Southern Nevada (formerly the Community College of Southern Nevada). Students can sign transfer agreements that guarantee their admission to UNLV once they complete an associate degree. Communication with students about these agreements has been improved by the hire of transitional advisors, one full-time and one part-time, to work on several College of Southern Nevada (CSN) campuses to provide academic advising and major/career planning for students who are planning to transfer to UNLV. These advisors work with various CSN and UNLV administrative offices in order to stay up-to-date on the curriculum as well as policies and procedures. The transition advisors promote UNLV as a first choice institution for students graduating with A.A., A.B., and A.S. degrees from CSN. These advisors maintain and publicize accurate degree sheets and articulation agreements between institutions and advise “swirl” students (students who complete coursework
at CSN and other NSHE institutions concurrently or go back and forth). The advisors smooth the path for students transitioning between or among institutions.

Advising for graduate students occurs exclusively at the college/department level through graduate coordinators, faculty members, and faculty supervisory committees that are required for doctoral and most master programs.

Advising Responsibilities
UNLV academic advisors assist students in the development of meaningful educational plans that are compatible with personal and/or career goals and instill a desire for lifelong learning. The UNLV Academic Advising Council has adopted and communicates the following roles and responsibilities for all parties in the academic advising relationship:

Student responsibility is the key to all development, yet it is also important that everyone involved, including advisors and parents, play an active role in the student’s college experience. Learning about the different roles and responsibilities will help students have a successful and meaningful college experience203.

Student Roles and Responsibilities
- Regularly schedule and keep academic advising appointments.
- Communicate openly and honestly with your academic advisor regarding issues that affect your educational goals and academic performance.
- Maintain a professional relationship with your academic advisor by arriving on time; being prepared for your appointments; and calling if you need to reschedule.
- Take responsibility for your academic success by utilizing the tools provided. Examples include undergraduate catalogues, degree sheets, college and university websites, and academic calendars.
- Maintain a file with relevant academic materials and follow through with your academic advisor's recommendations.

Advisor Responsibilities
- Create and maintain an interactive environment encouraging Mutual trust and open communication.
- Provide students with information and resources to promote academic progress.
- Empower students to take responsibility for their academic success.
- Stay informed of current and changing rules, regulations and program requirements.
- Refer students to campus services relevant to their individual needs.
- Collaborate with peers by participating in the exchange of ideas.

information and philosophies through professional development.

**Parent Roles and Responsibilities**
- Be available to support and encourage.
- Maintain regular contact.
- Offer advice (when appropriate).
- Encourage students to do things they can do for themselves.
- Allow students to make mistakes in this safe environment.

**Graduate Student Advising**

UNLV provides a range of advising services and processes to support graduate students. The Graduate College Prospective Student web page\(^{204}\) provides information to prospective students about graduate school eligibility, academic programs, application processes, application tracking, Nevada Residency requirements, and financing graduate study and life.

The Graduate College Current Students web page\(^{205}\) provides a substantial amount of information to current students on graduate study timelines and program completion, professional development, graduate assistantships, graduate student forms, and research policies.

UNLV academic departments assign advisors to all incoming graduate students to assist with degree planning, familiarization with departmental requirements, course selection, and determination of options for research or creative activities. Departmental graduate coordinators also provide information and support to graduate students.

The Graduate College’s Student Advising Services Office\(^{206}\) offers guidance, information and assistance to graduate students in areas such as:

- Locating and understanding UNLV and Graduate College Policies and Procedures
- Understanding their student rights and responsibilities
- Understanding which policies, procedures and regulations apply to specific situation
- Obtaining information about filing appeals
- Understanding how and where to handle a complaint about an office or service

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\(^{204}\) [http://graduatecollege.unlv.edu/prospective/](http://graduatecollege.unlv.edu/prospective/)

\(^{205}\) [http://graduatecollege.unlv.edu/current/](http://graduatecollege.unlv.edu/current/)

\(^{206}\) [http://graduatecollege.unlv.edu/current/SAS.html](http://graduatecollege.unlv.edu/current/SAS.html)
The Office of International Students and Scholars\textsuperscript{207} assists incoming and current international students (many of whom are graduate students) and scholars, and their families with making a smooth transition to UNLV. The office helps students with information about employment eligibility verification, employment applications, visa and travel issues and immigration advising and documents.

Many advising and support services for graduate students are available through the Student Recreation and Wellness Center. The Jean Nidetech Women’s Center\textsuperscript{208} provides support, advocacy, education, resources, and referrals on a wide range of issues, sexual assault, domestic violence, and reproductive services. The Office of Student Counseling and Psychological Services\textsuperscript{209}, provides counseling and support services to undergraduate and graduate/professional students. Crisis and Emergency services, including health services, same day appointments, sexual assault and rape, domestic violence, and stalking are available and described at the Crisis/Emergency services web page\textsuperscript{210}. Several health, wellness and advocacy groups\textsuperscript{211} provide support for engaging in healthy lifestyles, recovery from addictive disorders, domestic violence issues. Counseling groups are available for relationships, academic support, stress management, military and veteran students, anxiety, social confidence, first generation college student support.

**2.D.11 Co-curricular activities are consistent with the institution’s mission, core themes, programs, and services and are governed appropriately.**

UNLV’s co-curricular activities specifically support the goals stated in the mission statement and also Core Theme 1, Promote Student Learning and Success and Core Theme 3, Foster Inclusion and Community Engagement. Although recent budget shortages have affected the number of co-curricular activities, the institution strives to maintain the quality of the activities.

The student body of UNLV reflects the diverse and non-traditional nature of its surroundings with 51% of UNLV’s degree-seeking undergraduate students reporting being part of a racial or ethnic minority, as of 2012. For the second consecutive year, UNLV tied for eighth most diverse campus in the United States along with four other higher educational institutions according to a U.S. News & World Report study\textsuperscript{212}.

Co-curricular activities and programs are offered through many campus offices including the Office of Civic Engagement and Diversity\textsuperscript{213}, Health, Wellness and Recreation\textsuperscript{214}, and the Consolidated Students of the University of Nevada, Las Vegas (CSUN), which is the undergraduate student government group. Co-curricular activities are designed to meet various outcomes and to be inclusive of all students and support Core Theme 1, Promote Student Learning and Success. The learning outcomes found in the programs and activities are based upon the principles outlined in Learning Reconsidered: A campus-wide focus on the student

\textsuperscript{207} http://www.unlv.edu/iss
\textsuperscript{208} http://www.unlv.edu/srwc/womens-services/advocacy-resources
\textsuperscript{209} http://www.unlv.edu/srwc/caps/about
\textsuperscript{210} http://www.unlv.edu/srwc/crisis-emergency-services
\textsuperscript{211} http://www.unlv.edu/srwc/groups
\textsuperscript{213} http://studentaffairs.unlv.edu/units/diversity.html
\textsuperscript{214} http://www.unlv.edu/srwc
These outcomes are defined in the Division of Student Affairs Co-Curricular Agenda, appendix 2.D.11.1. The division determined that a wide variety of programs should be offered to contribute to student learning outcomes in several areas including civic engagement, humanitarianism, persistence, and academic achievement.

The outcomes to be achieved were recently updated to align with UNLV’s University Undergraduate Learning Outcomes (UULOs) which are capabilities and knowledge that are applicable across all undergraduate majors. The UULOs articulate clear expectations for what all UNLV students should know and be able to do upon graduation. They are:

- Social responsibility
- Critical thinking
- Effective written and oral communication
- Cultural competence and global consciousness
- Ethics and integrity

Further information about UNLV’s general education revisions and the UULOs can be found in section 2.C.10.

Specific outcomes to be achieved through co-curricular activities and programs are: UNLV’s philosophy of promoting students in leadership roles is structured around the Social Change Model of Leadership Development. Students involved participate in training and development activities. Outcomes within this model include collaboration, consciousness of self, commitment, congruence, common purpose, controversy with civility, and citizenship. The outcomes of this process are measured through the Multi-Institutional Study of Leadership (MSL), appendix 2.D.11.2. The survey includes a random sample of UNLV students and a comparative sample of students involved in a variety of leadership positions. UNLV participated in the MSL in 2006, 2009, and 2010.

The Office of Civic Engagement and Diversity (OCED) has curricular and co-curricular emphasis on five core values that are:

- Community building
- Civic engagement
- Leadership
- Social justice
- Diversity
- Global perspective

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215 published by the American College Personnel Association (ACPA), http://www2.myacpa.org/acpa-home
OCED is the nexus of involvement opportunities and includes the following functional areas:

- Campus activities
- Student organizations
- Fraternity and sorority life
- Multicultural programs
- International programs
- Center for social justice
- Service programs
- Service learning
- The Leadership and Civic Engagement Minor

Nevada Revised Statues\textsuperscript{216} designate authority for the creation and governance of student governments in the NSHE to the Board of Regents and the respective student body and authorizes the collection of a student fee to support student government programs. The undergraduate student body organization at UNLV is the Consolidated Students of the University of Nevada, Las Vegas (CSUN)\textsuperscript{217}. The Board of Regents handbook contains the rules, regulations, and policies that govern CSUN, appendix 2.D.11.3.

Student groups such as the Residence Hall Association, Rebel Pride Council, Rebel Service Council, Greek Councils, and other programming councils are designated as university organizations. Each university organization has an advisor, student leader, and funding from the institution’s budget. Students in these organizations work closely with the university to provide programs that are compliant with the law and university regulations. These organizations represent a vehicle for student governance and peer-to-peer programming.

All registered student organizations sign agreements annually to abide by all state and federal laws including unlawful discrimination. They are governed by the UNLV Student Conduct Code\textsuperscript{218}. Resources and guidelines for student organizations are available online\textsuperscript{219}.

Evaluation of programming is implemented through the collaboration of advisors and students. The evaluation processes are designed to address the selected learning outcomes for the program. Student Affairs also conducts evaluative activities that seek to reach students who do not participate in activities to ascertain what barriers, if any, exist. Assessments include national ones

\textsuperscript{216} NRS 396.547, \url{http://www.leg.state.nv.us/NRS/NRS-396.html#NRS396Sec547}
\textsuperscript{217} \url{http://unlvcsun.com}, click on \textit{Documents} for the constitution and bylaws.
\textsuperscript{218} \url{http://studentconduct.unlv.edu/conduct/student-conduct-code.html#sec2ii}
\textsuperscript{219} \url{http://getinvolved.unlv.edu/studentorgs/}
such as those provided by Educational Benchmarking Inc. and the Student Affairs Administrators in Higher Education (NASPA) Consortium. They also include locally developed assessments such as a survey of diversity program student experiences. Results from these studies drive program development, budget allocation, and decision making.

2.D.12 If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution’s mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.

Good food and study spaces keep students from leaving campus plus facilitate learning and student success. Surveys are done on a regular basis to obtain feedback to improve services.

Food Services
Beginning August 2011, dining services on campus were contracted to Aramark. Prior to that date, Sodexo was the campus food service provider. Aramark provides all the dining and catering for UNLV and trains its staff in health and safety standards as stated on its website. Aramark operates these campus facilities:

- Hazel M. Wilson Dining Commons (UNLV’s cafeteria)
- Student Union Food Court
- Book N Bean located in the Lied Library
- Einstein’s Café located in the Student Recreation & Wellness Center
- POD Express located in the Law School
- Sidewalk Café found on the North Side of campus
- Einstein’s Café located in the Science and Engineering Building
- Catering services

Aramark strives to encourage students to make healthy eating decisions with these programs and services in the Dining Commons:

- Once a month, a dietician is available to sit down to lunch with students. She provides advice and demonstrates healthy eating habits, and is on call to answer any questions or to help prepare special diets
- Food has calorie counts and nutritional values posted

http://www.unlv.dining.com
www.safe.aramark.net
• A vegetarian main dish is offered every day
• Fresh fruit is always available to eat in the Commons or to go
• The salad bar offers 54 healthy items and two fat-free dressings
• Dryers fat free frozen yogurt is always available
• Zero trans fats are used

Aramark has made a number of changes (many of which were based on surveys conducted) in order to improve dining options:

• Complete renovation of the Dining Commons in 2011 with continuous dining hours
• Increased options at the POD (convenience store) locations, including Grab ‘N Go dining options
• Increased staffing levels, which allowed for better speed of service and customer service
• Conduct table visits at all locations and adapt service based upon the feedback received
• Meet with the Residence Hall Association to solicit feedback
• Conversion of Burger Studio to sushi

Having a variety of food options available to students enhances their learning environment and helps keep them on campus where they are more likely to be engaged in learning and co-curricular activities.

**UNLV Bookstore**

The UNLV Bookstore is run by the college division of Barnes and Noble. In the last few years, it has substantially increased value for students with the textbook rental program and the expansion of digital textbook availability. Textbook rental availability increased from 39.2% in the fall of 2011 to 44.3% in the spring of 2012, and digital textbook availability increased from 10.1% in the fall of 2011 to 25.9% in the spring of 2012.

Textbook rentals in the 2010-2011 academic year were $294,476 with 6,747 units sold. Textbook rentals in the 2011-2012 academic year increased significantly compared to the previous academic year at $569,186 with 14,048 units sold. Both initiatives ultimately make college more affordable and thus more attainable for more students.

In addition to textbooks, the bookstore has UNLV clothing, gifts, greeting cards, student supplies, backpacks, snacks, magazines, and items for dorm rooms.
Student Housing

The mission of the Office of Housing and Residential Life echoes UNLV’s Core Theme 1 of Promote Student Learning and Success, as well as Core Theme 3, Foster Inclusion and Community Engagement:

In partnership with students and in support of the educational goals of the university, the Office of Housing & Residential Life facilitates a comfortable and stimulating residential community through which accommodations, activities, experiences, and opportunities encourage students to progress toward becoming self-directed individuals.

Housing and Residential Life supports student learning and success through reflective engagement, which emphasizes personal dialogues between individual residents and resident assistants on such topics as academic goal setting, life transitions, interpersonal relationships, civic engagement, and cultural perspective taking. An element of reflective engagement is reflective dialogue in which residents meet individually with their resident assistant and clarify their goals such as GPA, academic focus, and time devoted to studying in the fall semester. Those goals are then revisited in early spring to assess progress and to re-establish goals for the spring semester.

The Core Theme goal of Student Learning and Success is also supported by holding students accountable to established codes of conduct. Housing and Residential Life staff handle violations of the student code of conduct by meeting individually with residents to address their behavior and, if necessary, institute sanctions.

Housing and Residential Life fosters inclusive and engaged communities, providing structured opportunities for group identity development such as study groups, intramural teams, floor/hall/and department wide social programs, and informal opportunities for the development of individual connections with roommates, suitemates, floor mates and others in the intentionally designed on-campus living environments. Housing and Residential Life has partnered with academic advisors to provide advising within the residence halls. Another initiative has been to provide in-hall tutoring within the Dayton Complex and academic coaching for conditionally admitted residents.

Housing and Residential Life staff also provides both active and passive programming designed to educate residents and contribute to the intellectual climate of our campus; recently, these programs have addressed social justice issues, political topics, and cultural celebrations.

Housing and Residential Life provide multiple opportunities for input from stakeholders. In addition to periodic surveys of the residential population, residents are systematically assessed through a floor survey every November in which data are gathered regarding satisfaction with the living environment, resident assistants, quiet hours, involvement opportunities, complex council, and with the central Office of Housing and Residential Life. There is also a survey in the spring semester (either the EBI or the NASPA Consortium) of all the residents which allows the

http://www.unlv.edu/housing/special-interest
institution to compare results to a select comparison group as well as to all participating institutions.

Professional housing staff are surveyed each year regarding their perception of the work environment, along with periodic use of the EBI Student Staff assessment to survey resident assistant’s perceptions of their experience. Student staff (resident assistants, desk assistants, community office managers) is also afforded the opportunity to provide feedback on their fall and spring training sessions each year.

2.D.13 Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution’s mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.

Oversight
UNLV’s president is responsible to the Board of Regents and is the chief executive officer directing the operation of the university and all of its programs and services, including intercollegiate athletics. The president assigns designees within the institution to monitor its programs to assure compliance with all applicable rules and regulations of the National Collegiate Athletic Association (NCAA) and the Mountain West Conference (MWC) in the conduct of its intercollegiate athletic programs. The president also ensures that instances of non-compliance are identified and reported to the NCAA and that appropriate corrective actions are taken in a timely manner.

The director of athletics is appointed by (subject to approval by the Board of Regents) and responsible to the president and is a member of the president’s cabinet. The director of athletics is the chief operating officer of the Department of Intercollegiate Athletics, having administrative responsibilities and authority for the organization and designation of duties for departmental administrative staff. An organizational chart is provided in appendix 2.D.13.1.

The Department of Intercollegiate Athletics formulates its own policies and procedures. Its Policies and Procedures Manual and the Student Athlete Handbook can be found online. The manuals describe the responsibilities of the athletic department, the director of athletics, the head coaches, the student-athletes, and all persons and organizations in any way associated with the university’s intercollegiate programs.

The Intercollegiate Athletics Council (IAC) is the athletics board at UNLV. The IAC is an athletic advisory and regulatory board established by the president and is a National Collegiate Athletic Association (NCAA) recognized element of institutional control. The composition of the IAC meets minimum requirements of the NCAA Manual, appendix 2.D.13.2. The IAC is composed of twelve voting members: eight faculty members, three students, and one alumni representative. Ex-officio members include the director of athletics, the senior associate director of athletics, the associate director of athletics, sports marketing, the senior women’s

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223 http://www.unlvrebels.com/
224 www.unlvrebels.com, click on the Athletic Dept. link near the top of the page.
administrator, the faculty athletics representative, and the director of student-athlete academic services.

The duty of the IAC is to support the mission of the university and the mission of the athletics department by formulating, recommending to the president, and enforcing general policies of the university governing the administration and conduct of intercollegiate athletics as approved by the president.

The IAC receives a copy of the university’s intercollegiate athletics budget prior to its approval by the university president. The IAC advises the president on conference affiliation and other intercollegiate athletics relationships. It offers advice on the scope of all intercollegiate athletic programs and reviews policies regarding ticket pricing and distribution, as well as seating assignments. In sum, the IAC reviews all changes to existing intercollegiate athletic program policies and regulations.

UNLV student-athletes are subject to the same admission requirements and procedures, academic standards and degree requirements, and financial aid awards through the same institutional agency as the general student population.

The IAC is responsible for establishing academic standards for the admission and eligibility of student-athletes and for monitoring their performance and progress toward academic degrees. These academic standards conform, at a minimum, to those of the NCAA and the MWC. The IAC also reviews the UNLV Department of Intercollegiate Athletics Policies and Procedures.

Similar to the description in 2.D.1, UNLV specifies admission requirements in both its undergraduate and graduate catalogs225 and on its website226. The Center for Academic Enrichment and Outreach227 (CAEO) has programs to encourage applicants in ethnic groups that are underrepresented in higher education in Nevada, who are first-generation college students, and/or who have demonstrated financial needs. UNLV strives to admit students who are qualified to attend college and have the potential to benefit from higher education.

Prospective freshmen students must have a weighted 3.0 GPA in certain high school academic units, or have specific SAT and/or ACT scores, or have a Nevada Advanced High School Diploma. ACT and/or SAT test scores are used to determine a student’s placement into English and Math courses. Students who have not taken either the SAT or ACT, or who are looking to increase their test scores, can take the ACT Residual exam for placement into the appropriate course. Credit may be granted to entering students who have achieved appropriate scores on one or more of the Advanced Placement Tests offered by the College Entrance Examination Board. Students receiving credit for advanced placement may apply these credits toward the total required for a degree.

The admissions office recently incorporated the Insight Resume into the application for admissions. Developed by Oregon State University, this instrument is designed to promote

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225 http://catalog.unlv.edu/
226 http://www.unlv.edu/futurestudents
227 http://caeo.unlv.edu/
student success by assessing preparedness and academic potential in the unique context of each student’s personal experience. The *Insight Resume* assesses non-cognitive attributes. These resumes also help inform the admissions decision for students who do not meet regular admissions criteria.

The NSHE Board of Regents has established criteria for admitting applicants who do not meet UNLV admission standards and the Faculty Senate reviews these applications. The alternate admission policy allows for applicants to apply for special consideration using the following criteria: a combination of test scores and grade point average that indicate potential for success; special talents and/or abilities; improvement in the individual’s academic record or other evidence of potential for success; overcoming adversity or special hardship; and special circumstances.

Once a student has been admitted under alternate criteria, the Academic Success Center\(^\text{228}\) works closely with them. Freshmen admitted under alternate criteria are required to meet with an academic success coach at least three times early in the fall semester. Academic success coaches are graduate students who are trained to help students address skill gaps and to get them connected to resources on campus. Coaches help first-year students make a smooth transition from high school to college. Coaches work closely with academic advisors to ensure students are prepared to be successful at UNLV. Holds are placed on student accounts to ensure students meet with their coach during the first and second semesters. Coach meetings with students are one-on-one and focus on the needs of the individual student.

Prospective student-athletes are required to submit a written personal statement, two letters of recommendation, and ACT or SAT scores to the Office of Admissions. When necessary, files are reviewed using the alternate admissions\(^\text{229}\) criteria and the Faculty Senate Admissions committee determines admission status.

The Financial Aid and Scholarships Office processes all student-athletes’ financial aid. The process begins annually in spring when each head coach receives an updated scholarship processing form with procedures for renewal and non-renewal of athletic financial aid contracts. All student-athletes who are being renewed, non-renewed, or reduced are listed on the form, which is then processed by financial aid and scholarships. This process follows the NCAA bylaws. Student-athletes have the opportunity to appeal any cancellation or reduction of financial aid through the director of student financial services.

Advisors and faculty are available to help the student understand and arrange plans of study to meet the graduation requirements; the student is responsible for knowing what requirements must be met and for completing them.

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228 [http://academicsuccess.unlv.edu/](http://academicsuccess.unlv.edu/)
229 The alternate admission policy allows for applicants to apply for special consideration using the following criteria: a combination of test scores and grade point average that indicate potential for success; special talents and/or abilities; improvement in the individual’s academic record or other evidence of potential for success; overcoming adversity or special hardship; and special circumstances. Prospective students, including student athletes, who do not meet the minimum admission requirements are required to submit a written personal statement, two letters of recommendation, and ACT or SAT scores to the Office of Admissions.
The intercollegiate athletics department budget development is part of the university’s budget process. The director of athletics is charged with submitting a balanced budget consistent with the university’s budget deadlines. The director of athletics meets regularly with senior staff in preparing a budget. The budget is prepared and submitted to the office of the vice president of finance for final review and approval.

The intercollegiate athletic departments’ primary fundraising mechanism is the Rebel Athletic Fund (RAF). All donations made to the RAF are deposited through the UNLV Foundation, the university’s primary fundraising entity. The associate athletic director for development serves as the direct liaison to the UNLV Foundation and participates in regular foundation meetings. The foundation maintains records, supporting documentation and audits for both deposits and transfers to the athletics department, consistent with accepted university practices for fundraising.

2.D.14 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

UNLV has security mechanisms in place to ensure that the student enrolled in distance (online) education courses (WebCampus) is the one whose work is being evaluated. A login (identification) and password are required each time the student participates in class time or coursework online. Network access protocols are also in place to prevent access to the network on which WebCampus resides by anyone not authorized. These mechanisms protect student data and records and ensure the privacy of students.

As new identification technologies are developed and become more sophisticated, less expensive and more mainstream, UNLV will consider their use in the future.

Students are informed of costs associated with online education through the Cashiering and Student Accounts website²³⁰.

²³⁰ http://cashiering.unlv.edu/fall_fees.html
2.E – Library and Information Resources

One of the UNLV’s sixteen colleges and schools, the University Libraries is a strong partner in student learning and research, fostering critical thinking and information literacy with innovative services, entrepreneurial staff, over one million physical volumes, outstanding digital collections, up-to-date technology, and internationally renowned special collections. University Libraries builds collections and provides essential access to information and services to support teaching, learning, research and creative endeavors in fulfillment of UNLV’s mission and core themes. University Libraries maintains extensive public web pages and a staff wiki that will be referenced throughout this chapter. The UNLV University Libraries Professional Profile, appendix 2.E, provides a useful overview of the organization and its current activities.

2.E.1 Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution’s mission, core themes, programs, and services, wherever offered and however delivered.

University Libraries has explicitly linked its mission and vision to UNLV’s mission and core themes, as demonstrated in the core mission statement, Appendix 2.E.1.1, which states, in part, that:

The UNLV Libraries contribute to the core themes of the university by:

1. supporting student learning in both curricular and co-curricular environments through direct instruction of students as well as partnerships with faculty and other academic support staff on course design and students success programs
2. supporting the research and scholarly agenda of the university by providing research

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231 [http://www.library.unlv.edu/](http://www.library.unlv.edu/)
232 [http://staff.library.unlv.edu/index.php/A-Z_list](http://staff.library.unlv.edu/index.php/A-Z_list)
infrastructure in the form of collections and information services and through the creation of a knowledge base of information on regional issues that can be drawn upon for research and policymaking.

3. **engaging diverse stakeholders in the community** through documenting and sharing the history of our region, supporting workforce development by interacting with the local business community, and encouraging the lifelong learning of the citizens of southern Nevada.

Library collections support UNLV instruction and research activities, as outlined in the collection development policy, appendix 2.E.1.2. The Collections Management department uses a general approval plan for book purchasing and reviews the plan profile annually and as the addition of new academic programs warrants. Review of the profile, as well as collection development activity for journals, electronic databases, and audio-visual media is done in close collaboration with the liaison librarians, who are assigned to each academic unit. The liaisons serve as proactive points of contact with students and faculty, monitoring discipline-specific information needs. Discretionary funds are also available to liaison librarians to purchase additional books.

In addition to the collaboration on curricular development between liaison librarians and their academic programs, proposals for new academic courses or programs (as well as proposals for academic course revisions) must be reviewed by University Libraries before approval. This process provides an opportunity for faculty to communicate information resources needed to support these new courses or programs, enabling collections, facilities, and services to be planned with an emphasis on curricular needs. University Libraries’ faculty are members of the university’s Undergraduate Curriculum, Program Review, Priority and New Program Review, and Graduate College New Program and Program Revision committees.

As a relatively young university, the size of the University Libraries’ physical collection is smaller than some libraries in other research institutions. However, the electronic resources of UNLV Libraries, which have been the focus of collection development efforts over the last decade, are quite extensive. University Libraries has increased access to materials for curriculum and research that are available to the university community by, for example:

- implementing a Patron-Driven Acquisitions (PDA) service for both print and electronic books that enables UNLV affiliated users to order print books and gain seamless access to electronic books at the time of need

- introducing DesktopExpress, which creates PDFs of UNLV-owned journal articles and book chapters for UNLV patrons and sends them to their ILLiad (interlibrary loan) accounts

- piloting an evidence-based PDA ebook service

- aggressively purchasing electronic back files of journals from major publishers such as

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233 [http://www.library.unlv.edu/services/interlibrary_loan](http://www.library.unlv.edu/services/interlibrary_loan)

- participating in Link+, a resource sharing service of libraries in Nevada and California that provides patron-initiated requests of books not available at UNLV Libraries, with a 48 hour delivery234

University Libraries also purchases more than 60 electronic databases and journal packages through cost-saving consortia partnerships with:

- Greater Western Library Alliance
- LYRASIS
- Nevada Council of Academic Libraries
- Statewide California Electronic Library Consortium (affiliate member)
- Utah Academic Library Consortium

In addition, the University Libraries is a participant in the Western Regional Storage Trust (WEST) project, a distributed retrospective print journal repository program serving research libraries, college and university libraries, and library consortia in the western region of the United States. Under the WEST program, participating libraries consolidate and validate print journal back files at major library storage facilities and at selected campus locations.

University Libraries has engaged in continuous and extensive analysis of use and adequacy of collections of monographic, audiovisual media, and electronic materials, both hard copy and electronic, for many years. This assessment, along with user feedback and liaison input, has been critical in making decisions during the last several years of the university’s financial constraints. The Collection Management department’s public web pages235 include overview information, policies, and basic collection analyses, while the department’s intranet web pages236 provide more comprehensive data analysis. The in-depth analysis was instrumental in making resource allocation decisions over the past two biennia, as the base budget for collections has been held flat as indicated in the table below.

<table>
<thead>
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<th>Source</th>
<th>FY 2009</th>
<th>FY 2010</th>
<th>FY 2011</th>
<th>FY 2012</th>
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<td>State Budget</td>
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<tr>
<td>Endowment</td>
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<td>236</td>
<td>387</td>
<td>222</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td><strong>6,243</strong></td>
<td><strong>6,394</strong></td>
<td><strong>6,229</strong></td>
</tr>
</tbody>
</table>

234 [http://www.library.unlv.edu/services/linkplus.html](http://www.library.unlv.edu/services/linkplus.html)
235 [http://www.library.unlv.edu/cd/](http://www.library.unlv.edu/cd/)
236 [http://staff.library.unlv.edu/index.php/Collection_Management](http://staff.library.unlv.edu/index.php/Collection_Management)
While the flat collections’ budget has had an impact on all of the collections, the lack of inflation funds for serials has been particularly pernicious, with each year of flat funding further exacerbating the Libraries’ ability to simply maintain subscriptions that have been deemed essential. While University Libraries has received one-time funding of soft funds to assist with serials inflation, most recently in FY 2012, it is essential that an ongoing inflation factor be re-incorporate into the base budget for serials. Complete annual budget reports for FY 9, 10, 11, and 12, including both capital and operating budgets, appear as appendices 2.E.1.3-6.

Staffing also has been affected by the state budget constraints of the past several years. A combination of hiring freezes and operating budget cuts led to a significant loss of positions. While it is always somewhat arbitrary to select comparison points for staffing, as an example, when the current dean started in 2005 there were 133 total staff and at the time of this writing, the staff numbers 100. However, concerted collaboration with the provost’s office has seen the reinstatement of a number of lines as well as a number of “new” lines generated from other revenue streams. As a result University Libraries has an additional 13 positions either open or under recruitment that will bring us to a staff of 113 (45 academic faculty, 20 professional staff, and 48 classified staff). University Libraries has exercised care to ensure that all hires are strategic hires, with all vacancies going back into a general pool that allows the administration to place staff resources where they are most needed. Even in the face of the loss of positions, University Libraries recent recruitment has included new, or newly full-time, positions in strategic areas, e.g., Assessment Librarian, Library Data Analyst, Instruction Design Librarian, Emerging Technologies Librarian, and Resources Workflow Manager. Web pages for University Libraries’ HR, Faculty Information, and staff directories, as well as appended organization charts in appendix 2.E.1.7, provide additional, detailed information and resources on staffing.

Special Collections document the history and culture of Las Vegas and the surrounding region. These collections contain the most comprehensive collections related to the history of gaming and the gaming industry in the world. University Libraries has enjoyed significant success in obtaining federal grants in support of the creation of digital collections. Currently, UNLV hosts ten major digital collections, most with content drawn from Special Collections, with a continuing stream of new projects in various phases of development. Further information on University Libraries digital initiatives, including Dreaming the Skyline and the Nevada Test Site Oral History Project, are found on the web pages.

While the materials held by Special Collections are critical to engaging the community by documenting and sharing the history of the region, University Libraries does offer its collections, services, and resources to encourage lifelong learning for the residents of southern Nevada. Moreover, the Libraries’ efforts in support of workforce development through engagement with the local business community are highlighted with a link on the library home page. The Business by the Book Workshop Series, teaching business owners the availability and effective

237 [http://staff.library.unlv.edu/index.php/Human_Resources%2C_UNLV_Libraries_Administration](http://staff.library.unlv.edu/index.php/Human_Resources%2C_UNLV_Libraries_Administration)
238 [http://staff.library.unlv.edu/index.php/Category:Faculty_Information](http://staff.library.unlv.edu/index.php/Category:Faculty_Information)
239 [http://www.library.unlv.edu/about/staff/libstaffinfo.php](http://www.library.unlv.edu/about/staff/libstaffinfo.php)
240 [http://digital.library.unlv.edu/](http://digital.library.unlv.edu/)
241 [http://www.library.unlv.edu/services/privileges/guestprivileges.html](http://www.library.unlv.edu/services/privileges/guestprivileges.html)
242 [http://library.unlv.edu/business/](http://library.unlv.edu/business/)
use of online resources that are available to them at University Libraries, was inaugurated in spring 2012. The first series of workshops has been targeted toward entrepreneurs interested in opening a new business or expanding their business' existing offerings.

As is appropriate with its emphasis on electronic resources and digital initiatives, University Libraries has a demonstrated commitment to providing a variety of information technology and multimedia resources and support within a dedicated systems infrastructure. University Libraries' Library Technologies division contributes to college and university missions through innovative technology services that support self-sufficient learners who can discover, access, and use information effectively for academic success, research, and life-long learning. Some examples of this work in the division include: leading a comprehensive website usability testing program, collaborating to develop educator resources (including K-12 teaching activities) for selected digital collections, participating in UNLV faculty institutes and partnerships, and developing open source software and applications that better connect students to library resources.

Library Technologies directly supports dozens of networked applications used for front end patron services and back end staff functions, such as:

- the University Libraries website that serves as the central portal to library resources, providing a unified gateway to a host of information resources, both local and remote
- the Millennium Central Automation System (library “back-end” operations and “front-end” Web catalog) that is shared by all Nevada System of Higher Education institutions in southern Nevada
- CONTENTdm, a document management system, that supports various digital projects created by and hosted by University Libraries
- the Summon web scale discovery platform that enhances users access to purchased, licensed, and free, library-created, information
- more than 400 public workstations in the main and branch libraries

University Libraries also support the Shadow Lane Campus and the William F. Harrah College of Hotel Administration Singapore classes, as well as distance learning students, through robust online holdings and resources and with services that are specifically designed to address the needs of distance learners and remote, or virtual, locations.

Lied Library, the main facility, is in the midst of a series of construction projects that will repurpose existing space to meet current users’ needs, including more technology-rich and collaborative public spaces, an enhanced Graduate Commons, and increased group study rooms, as well as satisfy staff and programmatic needs (development of a multi-purpose events and gallery area, staff space that will facilitate the work of both Digital Collections and Web &

243 http://blogs.library.unlv.edu/newsblog/2012/05/business-by-the-book---the-wor.html
244 http://www.library.unlv.edu/services/distance.php
Application Development Services, and additional intake, processing, and storage space for Special Collections). The UNLV Lied Library Space Needs Master Plan appears as appendix 2.E.1.8. Additional information appears in the Lied Library Construction Blog245.

2.E.2 Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.

University Libraries actions and resources are directed by, and assessed based on, multi-year strategic plans246; the 2011-2015 plan is included as appendix 2.E.2.1. The past three strategic plans have been timed to coincide with the biennial legislative process in order to align resources with directions, as defined in the next paragraph. Given that the previous plan (2009-2011) officially concluded in June 2011, before the state budget was firm, the current plan expands the two-year time frame to extend through the next biennium, ending June 2015. University Libraries recognizes that the four-year duration of the plan requires that it be flexible in order to meet the challenges of the future, even the near future. Several documents inform the strategic plan, including, NSHE Planning Report: Institutional, Academic, Research, and Student Service Plans approved by the Board of Regents, December, 2010247, UNLV Standard 1 Self Evaluation - February 2011248, NWCCU Standard 2. The strategic plan fully embraces the Association for College and Research Libraries (ACRL) Standards for Libraries in Higher Education249; indeed, the ACRL Task Force that developed the Standards was chaired by the dean of University Libraries.

The 2011-2015 plan consists of eleven strategic directions. Each direction has a section of Outcomes/Indicators/Evidence of Success and a section for Action Items. The plan does not include all actions which divisions (Library Technologies, Logistics and Resource Distribution Services, Research and Education, Special Collections, and User Services) may undertake in support of a direction, just as ongoing actions to support the library’s work are not included in the strategic plan. An attempt was made to include actions that reflect larger initiatives, serve to focus the Libraries’ efforts, justify investing resources, and ultimately help define us as an organization and/or move us forward. It is expected that each division will continue to have additional actions specific to its work.

Directs, division directors, Associate Deans, and Head of Assessment, the Libraries’ senior management team, collectively owns and is responsible for the organization-wide strategic directions and the collection of evidence that documents impact which are included in the division annual reports. Each member of directs owns at least one of the directions, and the plan is annotated accordingly. The point person for each strategic direction also will be responsible for coordinating the assessments and drafting the reports to indicate impact.

245 http://blogs.library.unlv.edu/lied_library_construction/
246 http://staff.library.unlv.edu/index.php/Strategic_Plans_%26_Annual_Reports
249 http://www.ala.org/acrl/standards/standardslibraries
For example, strategic plan direction 1 designed to collaborate with faculty and others to implement the new undergraduate education proposal and integrate library collections and services into curricular and co-curricular educational experiences for students, is “owned” by the Director of the Research and Education Division, and includes as an “action” to “design and deliver Faculty Institutes on integrated course design.” “Outcomes/Indicators/Evidence of success” for this action include measuring the extent to which those who complete Faculty Institutes: value the library’s role in undergraduate education, include information literacy learning outcomes in their syllabi, and introduce and reinforce information literacy learning outcomes through assignment design and instructional scaffolding.

While the primary opportunity for ongoing faculty and staff participation in planning and development of University Libraries is through contact with the librarians, especially the liaison librarians who serve their major, program, or service area, direct user input is also sought in a variety of other ways. The Assessment and Data wiki pages provide a comprehensive record of how user feedback has been sought and utilized to inform decision making and resource allocation. For example, the wiki pages include the Web Usability Working Group’s studies that influence planning and development of the website and services, the LibQual+ Surveys that have been administered four times in recent years (2002, 2004, 2006, and 2009), and results from the Academic Success Center’s In-Library Tutoring surveys. On the macro level, the dean of University Libraries is a member of both the Academic Council and the Dean’s Council, two forums in which planning and development of university-wide library resources and services are discussed and vetted.

University Libraries staff input is also collected and used to inform planning and development of services, resources, and structures. Examples include the 2008 and 2012 Employee Pulse surveys, appendices 2.E.2.2-3, staff responses to the university’s Listening to Departments exercise focusing on brainstorming the answers to campus questions such as what makes us unique, appendix 2.E.2.4 and the Continuous Summon Improvement.

Closing the Loop: Putting Feedback and Data to Use

University Libraries staff use multiple sources of data to inform their work including:
- Liaisons use data from multiple sources to inform their interactions with disciplinary faculty, including circulation data, college faculty surveys and focus groups, expenditure information, interlibrary loan statistics, cost-per-use figures, LibQual+ data and comments, and institutional data, such as FTE and new program reports.
- New computers were added to the quiet section of Lied Library in response to LibQual+ comments on both equipment availability and need for quiet computer stations. In addition, a LabMaps kiosk now provides real-time visual representation of which public computers are open.
- Examination of Interlibrary Loan (ILL) data on searches led to changing default settings in the catalog. ILL response and turnaround time track efficiencies and identify areas for improvement.
- A re-design of the Curriculum Materials Library’s website used web statistics to bring the most used items onto the main page, making them easier to find.
- Reference service points were consolidated and microfilm services relocated based on use data.
- Student wage and duties data over time was used to create a more equitable structure for student employee classification and wages.

http://staff.library.unlv.edu/index.php/Assessment_%26_Data
Group’s 2011 survey, appendix 2.E.2.5. Input from the 2008 Pulse Survey helped set a training agenda for the middle managers group as well as providing data for the development of a training plan for University Libraries. Results from the 2012 Pulse Survey and the listening to departments exercise survey will continue to guide the administration’s direction, especially in dealing with issues of staff motivation and development. The Discovery Task Force’s investigations and 2010 survey results informed the decision to purchase Summon as the discovery platform, and established the foundation for the ongoing Continuous Summon Improvement Group, charged with continuous assessment and evaluation of the new discovery tool.

2.E.3 Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.

University Libraries faculty work with classroom faculty to meet objective 2.E.3 in two ways: (1) by teaching individual library class sessions in support of class assignments and (2) by working with classroom instructors on course, syllabus, and assignment designs to share ideas about how to use collections and embed library research in ways that are appropriate to the objectives of the course and the scale of any given class size.

University Libraries’ faculty teach more than 500 "course-integrated" instruction sessions per year and, as indicated in Table 2.E.3.1, average annual attendance during the last six years of more than 14,000 students; additional data on individual library class sessions may be found in the Uniform Statistics section of the Assessment and Data web pages.

<table>
<thead>
<tr>
<th>FY 2010 – FY 2012 Library Instruction Provided To Users</th>
<th>FY 2010</th>
<th>FY 2011</th>
<th>FY 2012</th>
<th>Average annual attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Participants</td>
<td>13,833</td>
<td>15,185</td>
<td>14,192</td>
<td>14,403</td>
</tr>
</tbody>
</table>

In addition to library instruction offered in students’ regular classes, a variety of resources and services provided by the University Libraries contribute to the ability of students, faculty, and staff to use resources efficiently and effectively, including specialized drop-in workshops, orientation tours, faculty and graduate student seminar series on diverse topics of interest (such as academic integrity and identifying grant funding opportunities), print and online research guides and handouts, online tutorials, one-on-one instruction in person or via phone, email, or IM, chat, or text.

University Librarians have been involved, frequently in a leadership role, in all recent general education, education reform, and first-year experience initiatives at the campus level. Librarians participated in or led the General Education Advisory Committee, General Education Task

251 http://staff.library.unlv.edu/index.php/Discovery_Task_Force
252 http://staff.library.unlv.edu/index.php/Uniform_Statistics
Force, First-Year Seminar Working Group, *Focus: 50-100* Planning Council Education Task Force, and the Consortium for Faculty Professional Opportunities, among others. The recently adopted “inquiry and critical thinking” university undergraduate learning outcomes for general education were heavily influenced by the Association of College and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education. For example, the UNLV outcomes set the expectation that students will be able to “analyze problems, articulate questions or hypotheses, and determine the need for information” as well as to “access and collect the needed information from appropriate primary or secondary sources,” both of which map directly to the ACRL Standards. The new general education curriculum provides a coherent vertical pathway for the introduction, reinforcement, and enhancement of library research in the beginning, middle, and end of the UNLV student experience.

Since spring 2010, University Libraries has conducted faculty institutes in which librarians partner directly with UNLV faculty to make significant enhancements in the development, delivery, and assessment of their curriculum, focusing on meeting UNLV’s general education goals, emphasizing critical thinking, and embedding library resources into course content. The cohort experience combines intensive, multi-day training and workshops with mandatory follow-up sessions and the understanding that participating faculty, and their sponsoring departments, will make a long-term commitment to institutionalize the redesigned courses and to offer them on a regular basis. To date, four institutes have been held, with the expectation that they will be ongoing on an annual or semi-annual basis:

- **Research-Based Learning in High Impact Courses, January 2010,** provided faculty development directed to large enrollment, first-year classes – 16 faculty and eight liaison librarians
- **College of Hotel Administration Faculty Institute on Core Course Design, January 2011,** focused on course redesign to integrate critical thinking, communication, and information literacy into the college’s core course – 17 faculty and six liaison librarians
- **College of Hotel Administration Faculty Institute on Capstone & Course Design, January 2012,** continued work on course redesign begun in the 2011 sessions to align courses with college-wide learning outcomes and the University Undergraduate Learning Outcomes – 22 faculty and four liaison librarians
- **Faculty Institute – First-Year Seminars, Spring 2012,** University Libraries partnered with several academic and administrative units to assist faculty in designing first-year seminars in support of the general education revisions approved in November 2011 – nine liaison librarians partnered with 25 faculty from eight UNLV colleges or schools to design courses with a potential fall 2012 enrollment of more than 2,250 students

A modified institute, the Teacher-Librarian Institute for Integration of Research into the K-12 Curriculum, was held in June 2012, with University librarians partnering with teachers and librarians from eleven Clark County schools in order to design research-based/intensive assignments, authentic assessments, and evaluative rubrics to build developmental information literacy learning into multiple classes across grade levels. Since UNLV draws a large majority of
its undergraduate student population from the Clark County school district, it is anticipated that the success of this effort will translate directly to entering freshmen who are better prepared to succeed at the university. Information on the development, content, and assessment of the faculty institutes may be found on the institute web pages\textsuperscript{253}.

In addition to the faculty institutes that influence and inform curriculum design through interaction and collaboration with classroom faculty in a cohort model, University Libraries collaborated with the Office of Information Technology and the Office of Online Education to open the “Faculty Collaboratory” in Lied Library in fall 2012\textsuperscript{254}. This new service provides faculty and other instructors with drop-in and by-appointment help with their instructional technology needs. Staff from all three areas have learned from each other in the process of cross training, and designing the space. By leveraging individual expertise and resources, the collaboratory will provide a seamless service for instructors and course support from a holistic perspective.

The ongoing success of the instructional and support activities may be demonstrated in part by the results of the Graduating Senior Exit Surveys; excerpts are shown in the table below. A very large majority of students somewhat agreed or strongly agreed that they had made progress towards reaching educational goals that are highly correlated with information literacy skills, such as:

- Learning to think critically
- Evaluating and solving complex problems
- Applying criteria for evaluating information and its sources
- Communicating clearly and effectively in written form

The “Data - UNLV” link on the assessment web pages provides additional information and analysis of the Graduating Senior Exit Surveys that is relevant to University Libraries\textsuperscript{255}.

| Percentage of Satisfied or Strongly Satisfied in Exit Surveys of Graduating Seniors Regarding Attainment of Education Goals |
|-------------------------------------------------|---------------|---------------|---------------|---------------|---------------|
| Academic Year | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
| Learning to think critically and reason | 98 | 98 | 97 | 95 | 97 |
| Evaluating and solving complex problems | 96 | 95 | 96 | 93 | 94 |
| Applying criteria for evaluating information and its sources | 96 | 95 | 96 | 94 | 95 |
| Appreciating other points of view | 97 | 97 | 97 | 94 | 94 |

\textsuperscript{253} www.library.unlv.edu/faculty/Institute/
\textsuperscript{254} http://fc.unlv.edu/
\textsuperscript{255} http://staff.library.unlv.edu/index.php/UNLV_Data
2.E.4 The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.

Use of University Libraries’ resources, services, and facilities is monitored and reported regularly. Implications of increases in some areas (e.g. electronic resources use) and decrease in others (e.g. print resources use) are discussed by library managers and reviewed for possible response.

University Libraries performs constant assessment of the collection. Usage statistics for online databases, electronic journals, and printed materials have been collected monthly since 1999. For resources with recurring costs, the library has established an ongoing review in which every three years, journals and online databases that have high dollar cost per use, or high inflation and low use, are examined for possible cancellation. If the review indicates the possibility of substantial cuts, faculty and students are asked for their input. Collections’ data and assessment information is detailed on the Collection Management web pages.

Adequacy of services and resources are measured in several ways. In addition to paper comment forms in every library, an electronic comment option on the web site, and polls on the home page, University Libraries has administered LibQual+ in 2002, 2004, 2006, and 2009. The gaps between respondent expectations and perceptions have served as targets for improvement. The availability of electronic journals is a case in point – the Libraries’ holdings have increased markedly since the implementation of the first LibQual+ and were developed in response to patron input.

In fall 2012, University Libraries conducted a survey to obtain information on user information-seeking behavior, as well as satisfaction and value/importance of library services. Approximately 1200 undergraduates, 400 graduate students, and 200 faculty completed the surveys. Summary analysis, as well as a data report on each survey, are included as appendix 2.E.4.1 and will be used to guide ongoing planning.

Effective partnering in the education of UNLV students is critical to the Libraries. In light of that, assessment of instruction is taking several paths. The instruction program is evaluated for the number of classes and collaborations with faculty. Classes are assessed using such methods as pre- and post-tests, rubrics, assignments, and worksheets. The level of information skills for UNLV students is also being examined through a standardized test, originally iSkills and now iCritical Thinking.

General campus surveys routinely garner high marks for the Libraries. Two mechanisms are used
to assess the quality of the libraries: the Graduating Senior Exit Surveys and the Noel-Levitz Student Satisfaction Inventory (SSI)\textsuperscript{260}.

As demonstrated in the table below, recent Graduating Seniors’ Exit Surveys indicate that a significant majority of UNLV students express exceptionally high satisfaction with library resources; even with the relative drop in satisfaction for 2011-12, library resources consistently earns the highest rating among the student satisfaction items.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>07/08</th>
<th>08/09</th>
<th>09/10</th>
<th>10/11</th>
<th>11/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Resources</td>
<td>97</td>
<td>97</td>
<td>97</td>
<td>99</td>
<td>92</td>
</tr>
</tbody>
</table>

In the 2011 Student Satisfaction Inventory (SSI), the Libraries had two (Library’s contribution to academic success and Library resources/services) of the fifteen items listed as UNLV strengths (high importance; high satisfaction). In fact, “Library Resources and Services” received the highest satisfaction rating of the 73 standard SSI items.

University Libraries has agreements with University of Nevada, Reno and the Nevada Academic Libraries group and participates in the Nevada State Library RFP for databases. University Libraries’ major consortia partners are the Utah Academic Library Consortia, the Greater Western Library Alliance (GWLA), EPSCoR Science Information Group, the Arizona University Library Consortium and the Alliance for Innovation in Science and Technology Information. A full listing of University Libraries’ databases with consortium information is included in appendix 2.E.4.2. All agreements are scrutinized by Collections Management, University Libraries administration, and, as appropriate, by campus purchasing and/or general counsel. As noted in section 2.E.1, the Millennium Central Automation System, administered by Library Technologies, is shared by all NSHE institutions in southern Nevada and memoranda of understanding for the millennium partners are maintained in the University Libraries’ administrative files.

\textsuperscript{260} Links to UNLV Senior Exit Surveys, UNLV Student Satisfaction Inventories, and other university-wide survey data are found at \url{http://staff.library.unlv.edu/index.php/UNLV_Data}
2.F – Financial Resources

2.F.1 The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.

UNLV’s annual budgeting process incorporates a number of important elements to ensure sufficient cash flow and maintenance of reserves in order to support programs and services. The process considers institutional priorities based on the mission statement and core themes and the corresponding impact on both operating and capital/facility requirements. UNLV has maintained a healthy level of unrestricted net assets which have continued to grow, even during periods of state budget strain. This is best demonstrated by the following five year trend in unrestricted net assets (amounts in thousands):

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Assets</td>
<td>$1,149,127</td>
<td>$1,138,561</td>
<td>$1,134,795</td>
<td>$1,152,320</td>
<td>$1,183,764</td>
</tr>
<tr>
<td>Unrestricted Net Assets</td>
<td>$119,009</td>
<td>$153,366</td>
<td>$176,927</td>
<td>$210,400</td>
<td>$234,654</td>
</tr>
<tr>
<td>Net Assets</td>
<td>$823,342</td>
<td>$805,922</td>
<td>$827,754</td>
<td>$852,422</td>
<td>$883,386</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>$495,855</td>
<td>$494,532</td>
<td>$499,480</td>
<td>$485,314</td>
<td>$466,761</td>
</tr>
<tr>
<td>Unrestricted net assets as % of Operating Expenses</td>
<td>24.0%</td>
<td>31.0%</td>
<td>35.4%</td>
<td>43.4%</td>
<td>50.3%</td>
</tr>
</tbody>
</table>

UNLV’s Unaudited Financial Statements for the fiscal years ended June 30, 2012 and 2011, appendix 2.F.1, show that UNLV has maintained a sufficient positive cash flow in the past two completed fiscal years to sustain growth in institutional reserves as demonstrated by a growth in unrestricted net assets. Unrestricted net assets increased $33.5 million for the year ended June 30, 2011 and $24.3 million for the year ended June 30, 2012.

The university financial planning process provides for the strategic development of the biennial state and annual self-supporting budgets. The fiscal year begins on July 1 of each year and the biennium begins on July 1 of each odd numbered year (the current biennium began on July 1, 2011). For UNLV, the strategic planning process broadly defines priorities for the operating and capital budgets with a multi-year forward-looking view.

The major revenue source for UNLV comes from State funding. State funding along with other revenue sources are shown in the table below, which lists major sources of funds and how they are used. All the revenue sources are carefully monitored by senior level administrators to ensure sufficient funds are available to support all programs and services, and that funds are utilized in accordance with applicable policies.
<table>
<thead>
<tr>
<th>Sources</th>
<th>Uses</th>
</tr>
</thead>
<tbody>
<tr>
<td>State appropriation</td>
<td>Instructional and related support activities</td>
</tr>
<tr>
<td>- General Fund</td>
<td>• Operation &amp; maintenance</td>
</tr>
<tr>
<td>- Registration fees</td>
<td>• Scholarships</td>
</tr>
<tr>
<td>- Tuition for out-of-state-students</td>
<td>• Institutional support</td>
</tr>
<tr>
<td></td>
<td>• Student services</td>
</tr>
<tr>
<td>Restricted sources for gift revenues and</td>
<td>Scholarships</td>
</tr>
<tr>
<td>investment income</td>
<td>• Athletics</td>
</tr>
<tr>
<td></td>
<td>• Public services, and related activities</td>
</tr>
<tr>
<td>Grants from government and private support</td>
<td>Institutional research</td>
</tr>
<tr>
<td>• Facilities and administrative cost</td>
<td></td>
</tr>
<tr>
<td>recovery</td>
<td></td>
</tr>
<tr>
<td>Auxiliary sales and service</td>
<td>Costs of auxiliary sales and service</td>
</tr>
</tbody>
</table>

2.F.2  Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.

Every even year, in advance of the legislative process, the Nevada System of Higher Education budget is prepared and submitted to the Board of Regents. After the budget is approved by the BOR, it is sent to the governor. By law, the budget must be delivered to the governor and the Legislative Counsel Bureau by September 1 of the even year prior to the start of the biennial legislative session (which is held in odd years). The governor releases his recommended budget after the ‘state of the state’ address in January. The legislature finalizes the state budget by the close of their session on or before June 1. UNLV is one of the eight institutions included in NSHE budget. The biennial budget process concludes with the approval of the operating and capital improvement budgets by the full BOR.

Historically the budget is prepared in accordance with funding methodology that is approved by the legislature and follows budget instructions by the Governor. The budget includes operating, maintenance, and capital improvement components and the primary driver is student enrollment. Enrollment Management works closely with the budget office and Institutional Analysis and Planning to generate realistic enrollment projections. However, as a result of the economic recession and state budget reductions, the last time the funding formula was used was for the FY10/FY11 biennium, and was only partially applied due to budget reductions, using a flat enrollment growth methodology. The funding formula was not used for the FY12/FY13 biennium as the state experienced significant budget reductions. A new funding formula proposal has been finalized by the legislative Committee to Study the Funding of Higher Education based on weighted student credit hours for completed course work by resident students for FY14/FY15 and will be addressed by the Nevada Legislature when it convenes in February 2013, appendix 2.F.2.

The development and coordination of the university’s detailed budget is overseen by the Senior Vice President for Finance and Business in accordance with the following:

The budget development process includes input from members of the president’s cabinet, who in turn represent the faculty, classified, and professional staff input within their respective areas. During normal times, organizational programs and goals are translated into budget requests at an institutional level and within each college and unit. As a result of significant budget reductions over the last two bienniums, this part of the process has been limited, and the focus has been on strategically distributing the budget cuts to minimize any negative effects on the university’s mission and goals.

Departmental budget requests are made in an annual budgeting process coordinated by the Budget Office which reports to the Senior Vice President for Finance and Business. The budget office works with departments to review budget requests and analyze projected actual and proposed annual budgeted revenues to ensure the budget is developed using realistic assumptions that result in realistic revenue projections. The annual university budget is presented to the BOR for approval and actual results are monitored through mandatory quarterly and annual institutional reporting.

The annual self-supporting budget, which is part of the annual university budget, is coordinated by the Budget Office. Self-supporting budgets are defined as budgeted non-state funds with annual expenditures exceeding $25,000. These budgets include gift revenue and auxiliary enterprises, such as the Thomas and Mack Center (event center), Sam Boyd Stadium, Cox Pavilion (smaller venue event center), housing and dining. Self-supporting department budget requests are made to the Budget Office identifying non-state revenue sources and projected expenses. Self-supporting budgets are presented to the Board for approval, along with the state funded budget as described in the preceding paragraph. Actual results are monitored through mandatory quarterly and annual institutional reporting to the Board.

The Office of the Vice President for Research and Graduate Studies oversees all aspects of grants and contracts. This office carefully tracks grant and contract proposals and awards, monitoring expenditures, to provide a basis for reliable projections to include in budget plans.

2.F.3 The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.

As is typical for a state institution, the university follows an established planning and budget
development process described in 2.F.2 that is designed to allow for substantial input from constituents including administration, faculty, staff, and students. The primary driver for the UNLV budget is the Focus: 50-100 Plan, intended to guide the strategic planning for the next 50 years, appendices 2.F.3. This plan was developed as a result of input from faculty, professional staff and students. As part of the planning and implementation of the Focus: 50-100 plan, three implementation teams were created: Education, Infrastructure, and Research, whose charge was to identify the critical areas for funding as it relates to the university’s mission, objectives, and core themes. Implementation team updates are available on the Institutional Planning website.263

2.F.4 The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.

UNLV maintains centralized financial administration under the Senior Vice President for Finance and Business for all major transaction processing flows such as procurement, payables, human resources, and payroll. An organizational chart of finance administration is provided in appendix 2.F.4.1 Transactions are processed in the university’s business information systems. All revenue and expenditure activity is recorded in the financial systems and is available to campus department account managers through an on-line automated reporting tool, the Financial Data Warehouse. Revenues and expenditures are reported in both summary and detail reports and user-customizable data extraction capabilities are available. Most transactions are recorded and available for review daily, enhancing budgetary control within the monthly reporting period.

The university financial system follows Generally Accepted Accounting Principles (GAAP). The financial system of record is a mainframe legacy system and repository for all accounting transactions. The system provides for budgetary control and fixed asset accounting. The financial system data is posted to a peripheral trial balance system to facilitate annual financial statements prepared in accordance with the Governmental Accounting Standards Board (GASB) reporting, appendix 2.F.1. In addition to the financial system, systems for Human Resource/Payroll and student information feed the financial systems with summary accounting information. The MyUNLV student information system maintains student accounting and financial aid records and also processes cash receipts for departments and students, and feeds summary transaction data to the financial system. The human resource/payroll system provides position control and payroll accounting, also passing summary transaction data to the financial system. Other systems provide summary information to the financial system, including systems for on-line purchase requisitioning, budget development, grant and contracts billing, facility work orders, electronic staff requisitioning, and various central service centers.

Sufficient and effective internal controls are in place and internal controls are reviewed and evaluated on a consistent basis. The Controller’s Office considers the effectiveness and efficiency of internal control processes as part of its routine annual resource planning process. The university maintains a campus internal audit function which performs compliance audits of various activities on both a scheduled and unscheduled basis, and the NSHE maintains an internal audit function which, separately from the campus based internal audit staff, performs compliance audits of various activities. Results of the NSHE internal audits are reported to the

263 http://planning.unlv.edu/
Board of Regents together with management responses to findings. Subsequent to initial reports, the BOR also receives follow-up reports on completed audits as well as periodic reports on the status of open items remaining from completed audits.

An example of internal audit reports provided to the Board of Regents and follow-up reports can be found on the December 2012 Audit Committee agenda, appendix 2.F.4.2.

An example of the internal audit open item (exception) report to the Board of Regents at their September 2012 meeting can be found in appendix 2.F.4.3.

The NSHE internal audit work plan for FY12 approved by the Audit Committee at their September 2012 meeting can be found in appendix 2.F.4.4.

2.F.5 Capital budgets reflect the institution’s mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution’s mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.

The university capital planning process is part of the biennial and annual budget and planning process. This process is structured to ensure that capital planning is coordinated to support the university’s mission and core themes. The capital planning process includes both current and long term facility acquisitions, major capital projects, limited scope projects, and related equipment acquisitions of significance. Most of the routine equipment acquisition and replacement is covered through salary savings within the units or by year end funding.

Long range capital planning is guided by the BOR approved campus physical master plan. The physical master plan is undertaken to support the educational philosophy, mission, and core themes of the institution. The plan includes consideration of the potential for development, and also complete facility costs including landscaping, utilities, communication, and other systems. The BOR adopted a policy in 2010 ensuring institutions, beginning with the FY2013 budget cycle, have analyzed ‘life cycle costs’ for new facilities submitted as part of the biennial major capital improvement program, based on nationally recognized standard expenses associated with operating the facility, adjusted for localized building and operational conditions.

UNLV’s debt issuance is controlled through both state regulations and Board of Regents policies. The university is subject to a statutory debt authorization which limits the principal indebtedness that can be incurred which ensures debt service levels cannot create an unreasonable drain on institutional resources. The university utilizes only non-state revenue sources such as student fees and revenues from Athletics, Thomas and Mack, Sam Boyd Stadium, and the Cox Pavilion for repayment of university revenue bond financing, which shields the state-funded instructional budgets from being adversely affected by debt service obligations.

BOR policy requires bond financing to be used to finance or refinance only those capital improvements and long-term assets, or other costs directly associated with financing of a project,
which have been determined to be beneficial to the NSHE and for which repayment sources have been identified. Bonding is used only after considering alternative funding sources, such as state appropriations, state ad-valorem bonds, and federal or state grants. The scheduled maturity of bond issues is generally established to not exceed the expected useful life of the capital project or asset(s) financed, or 20 years, whichever is less, and the system has traditionally utilized fixed-rate financing with flexible pre-payment options to limit exposure to interest rate risk.

UNLV’s (NSHE’s) financial administration and debt management practices are periodically reviewed by the debt rating agencies Moody’s and Standard and Poor’s. The university (NSHE) has maintained favorable bond ratings as determined by both agencies having most recently received an affirmation of ratings in March 2012 by Moody’s (Aa2) and Standard and Poor’s (AA-).

2.F.6 The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.

UNLV’s auxiliary enterprises are self-supporting activities and are required to submit and maintain balanced budgets on an annual basis. The university maintains segregated operating accounts for auxiliary enterprise activities and any financial support provided to/from general operations are documented in the university’s financial accounting records and are properly authorized. Auxiliary enterprises are required to cover direct costs for items such as salaries and wages, physical plant operations including utilities and maintenance, and capital acquisitions including facility improvements. In addition, auxiliaries are charged a nominal administrative overhead fee to offset incremental indirect costs to support campus infrastructure. All auxiliary activities maintain positive fund balances. Auxiliary budgets and budget to actual reports are included in the Universities self-supporting budget.

The FY11 Self-Supporting Budget to Actual report to Board of Regents, November 2012 Summary is in appendix 2.F.6.1. FY13 BOR approved self-supporting budgets are included as appendix 2.F.6.2.

2.F.7 For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.

UNLV is audited annually as part of the NSHE combined annual external financial statement audit. Grant Thornton has served as the NSHE’s external financial audit firm since the fiscal year ending June 30, 2009. The annual financial statement audit is completed in a reasonable timeframe, normally included for presentation to the Board of Regents at their regular December meeting.

Results of the annual audit and all required communications, including recommendations to management as well as the Single Audit Report (OMB Circular A-133) audit findings are
reported to the Board of Regents annually, normally at their December meeting. The reporting of recommendations to management and OMB Circular A-133 audit findings include responses from management. Supporting documents include:

- December 1, 2012 Audit Committee agenda and the supporting material for reporting the results of the FY12 financial statement audit to the Board of Regents, appendix 2.F.7.1
- NSHE audited financial statement, appendix 2.F.7.2
- Auditor Communications to Those Charged with Governance, appendix 2.F.7.3
- NSHE OMB Circular A-133 report, appendix 2.F.7.4

2.F.8 All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.

All fundraising activities at UNLV are coordinated through the UNLV Foundation, a 501(c)(3) organization. The UNLV Foundation is a legally distinct entity whose sole purpose is to raise and manage private funds for the benefit of the university in order to enhance the quality of the university and fulfill its mission. The NSHE Board of Regents authorized the establishment of the UNLV Foundation and is its primary governing board. The Foundation’s articles of incorporation and bylaws are in appendix 2.F.8.1. The FY12 Foundation budget is found in appendix 2.F.8.2. The members of the Board of Regents are corporate members of the Foundation who appoint members to the Board of Trustees of the Foundation. The Foundation is required to comply with administrative and financial accounting policies established by the Board of Regents.

The Foundation is responsible for all gift receipting, gift fund accounting, donor recognition, and other common functions necessary to the development function. The Foundation follows the Uniform Prudent Management of Institutional Funds Act ensuring that all fundraising activities are conducted in a professional and ethical manner, complying with the NSHE policy, Nevada State law, IRS and other relevant federal regulations. No member of the university community is authorized to conduct fundraising activities on behalf of UNLV or any of its parts without specific authorization of the UNLV Foundation. Fund raising policies are in appendix 2.F.8.3

In 2010–11, more than 8,079 individuals and corporations made contributions totaling more than $30.3 million to UNLV through the UNLV Foundation and the NSHE Board of Regents. These contributions support areas across campus through Annual Giving, Scholarships, Major Gifts, Tribute & Memorial Gifts, and Estate & Gift Planning. The following chart illustrates how funds were utilized in FY2011.
2.G – Physical and Technological Infrastructure

Physical Infrastructure

2.G.1 Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution’s mission, programs, and services.

UNLV’s facilities support the mission of the university by creating and maintaining a physical environment that enhances learning and research. UNLV has three instructional sites in Las Vegas: the main campus on Maryland Parkway, the Paradise site on Tropicana, and the Shadow Lane site on Charleston Boulevard.

Maryland Parkway has ninety-five buildings on the 332-acre campus and is centrally located within the metropolitan Las Vegas valley. The Paradise site, with almost 40,000 Gross Square Feet (GSF), houses Educational Outreach, the School Refusal Clinic, UNLV Food Pantry, storage for the Office of Academic and Research Space, and Army ROTC storage. Shadow Lane, located in the Las Vegas medical district, houses the School of Dental Medicine, the Health Sciences Clinical Skills laboratories, and research labs in 170,000 GSF.

UNLV has been able to construct facilities at a rate sufficient to maintain the ratio of gross square feet to headcount within the 150-200 range that was the direction of the NSHE in its 2004 master plan.

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264 UNLV gross square feet (GSF) includes instructional facilities, recreational facilities, physical plants and residential student housing, and represents the total footprint of all floors in each building.
Currently, UNLV buildings occupy a total of 4,983,203 gross square feet that serve approximately 27,000 students. About 1,100 students live on campus; the others live mainly throughout the metropolitan area.

Facilities Maintenance has performed surveys of customer satisfaction with their services and over the last five years, customers continue to be satisfied with Facilities Maintenance’s overall performance. Although reduced budgets continue to impact services, most customers remain sympathetic to the situation and appreciate the steps taken to maintain or improve services, accessibility and communications within the available fiscal limits. As in previous surveys, restroom cleanliness, office trash removal, and HVAC issues continue to generate the most concern. These areas have also been the most affected by budget reductions and tend to be individually subjective issues. Steps taken to lower utility costs through conservation efforts continue to influence HVAC responses.

- In 2011, 80% of respondents were satisfied or better with their building’s interior, establishing a new high average. “Satisfied” responses increased 4% with a corresponding 7% decrease in “Very Dissatisfied” responses. All other 2011 data points are within 1-2% of the previous year.

- 80% of respondents were satisfied or better with their building’s exterior in 2011. This is above the 5-year average of 78%.

- In 2011, 71% of respondents were satisfied or better with maintenance response time, which is approximately the 5-year average. There was also a 4% increase in “N/A” responses, which indicates that fewer customers were involved with maintenance repairs.

- 81% of respondents were satisfied or better with the maintenance staff’s professionalism in 2011, which is above the 5-year average. Overall as in past surveys, customers seemed generally pleased with FM personnel, with some staff being praised by name.

- Custodial Services typically receives the largest number of comments on the survey. 76% of respondents were satisfied or better with Custodial Services in 2011, a steady increase over the past 5 years. As in previous surveys, the effects of the budget cutbacks continue to be most visible in this area of FM. Complaints mostly dealt with reduced cleaning schedules and trash not being emptied often enough. Despite the cutbacks, the majority of respondents still think the custodians do a great job under difficult circumstances, with several custodians identified by name as outstanding.

Overall, the campus believes that the Facilities Maintenance department is doing a good job maintaining the buildings on campus and ensuring a healthy learning and working environment.

UNLV has standards for its new buildings that are contained in the Design, Construction, and Sustainability Standards, appendix 2.G.1.1. They are maintained by the Planning and Construction department, informed by the Nevada System of Higher Education and the Nevada Revised Statutes. Sustainability is addressed under Tab B, pages 1-6. Security and accessibility of new buildings are addressed on pages 7-9. For accessibility, the standard is that UNLV’s
buildings must comply with the latest adopted edition of the building code and with the Americans with Disabilities Act, the Americans with Disabilities Act Accessibility Guidelines for Buildings and Facilities, and the International Code Council/American National Standards Institute regulations. Architects and construction companies working on UNLV buildings are made aware of these requirements.

UNLV strives to provide adequate safety and security of its students and their property in conjunction with the UNLV Department of Police Services. The unit is a full-service police department operating 24 hours a day, 365 days a year on the Maryland Parkway, Paradise, and Shadow Lane sites. Police Services maintains a cooperative relationship with the Las Vegas Metropolitan Police Department and enforces federal, state, and county laws and ordinances as well as university regulations. It has the same law enforcement power as all other Southern Nevada police agencies.

Since recent tragic events on campuses in the U.S., UNLV Police Officers have increased their armament, regularly undergone active shooter and disaster training, and have created a program for notifying the campus whenever an immediate emergency or crime trend impacts the campus community through an emergency notification system (E.N.S.). This system serves as a "reverse 9-1-1" system in the event of an emergency on campus. Members of the campus community who enroll receive these warnings via text messaging on their cell phone, voice message on their landline telephone, and/or e-mail on their computer. All student, faculty and staff e-mail accounts with UNLV are automatically enrolled in the system. Individuals can add additional contact e-mails and telephone numbers to the system.

Police officers patrol the campus during weekends and off hours in a Homeland Security Detail to address security concerns on the campus. Police Services has developed an Emergency Operations Center (EOC). This EOC is activated in the event of a large-scale emergency in order to provide clear communication between university officials, emergency responders, and the community.

There are 106 highly visible emergency telephones are located around the campus mall, parking lots, and parking garages on all three UNLV sites (Maryland Parkway, Paradise, and Shadow Lane) allowing the public to contact Police Services 24 hours a day, 7 days a week. These are direct-connect ADA approved telephone devices for use in case of emergency. Upon activation, officers are dispatched immediately while dispatchers speak with the caller and attempt to learn why the call box was activated.

UNLV Police Services believes it is more beneficial to prevent crime than to react after the occurrence. A primary method for accomplishing this goal is the department’s comprehensive crime prevention strategy. This strategy is based on a multi-layered approach that includes proactive area patrol of the campus and crime prevention education and training. Modeled after the “community policing” concept, this strategy allows Police Services officers to listen closely to the students, staff, and faculty of UNLV in order to provide services that fulfill their needs.

Police Services conducts gatherings for the UNLV community called “Rebel Roundtables” that offer an opportunity for students, staff, and faculty to voice concerns, ask questions, and become
familiar with UNLV’s police officers. Presentations regarding crime prevention and security procedures and practices are made at each “Rebel Roundtable” gathering.

The UNLV Annual Campus Safety and Security Report, which fulfills the requirements of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crimes Act, is available to the campus community and the public. There are several ways to obtain a copy of this report: on the Internet, at the UNLV Department of Police Services Police Headquarters Building, and through the mail by calling the UNLV Department of Police Services Records Office. Annual Security Reports are issued yearly by October 1st.

Dialing “911” on a campus land-line phone connects directly to Police Services dispatch. Non-emergency police assistance is available by dialing “311”. All criminal incidents are investigated and prosecuted. Police Services maintains a case log which is available through its website.

The Noel-Levitz Student Satisfaction Inventory Spring 2011 shows that UNLV improved in its campus safety scores, although students rated safety as 6.31 in importance, which still leaves a gap and room for further improvement.

<table>
<thead>
<tr>
<th>Student Satisfaction Inventory Results for Campus Safety</th>
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<tbody>
<tr>
<td>(on a scale of 1-7, 7 being highest)</td>
</tr>
<tr>
<td><strong>Safety</strong></td>
</tr>
<tr>
<td>The campus is safe and secure for all students</td>
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<tr>
<td>Security staff respond quickly in emergencies</td>
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UNLV has a Risk Management and Safety Department and its mission is to provide assistance and guidance for the development, implementation, and monitoring of safety and risk reduction policies and procedures. The goal of the department is to protect the staff, students, visitors, and the institution from injury and/or financial loss and ensure healthful learning and working environments. Risk Management and Safety policies and procedures are discussed in more detail in section 2.G.2 below.

A recent innovation at UNLV is hydration stations. To reduce use of plastic water bottles and provide the campus community with clean and free water, UNLV has installed over 23 hydration stations in building throughout the campus. Hydration stations are filtered water fountains that are recessed into the wall. They have hands-free motion sensors to fill individual drinking containers. Last school year alone, about 80,000 bottles of water were purchased on campus, a total that doesn’t include all the bottled water that UNLV’s students, faculty, and staff brought on campus from home.

2.G.2 The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.

UNLV’s prescribed procedures strictly follow federal, state, and local codes and regulations for environmental and chemical management, chemical safety in the laboratory, and hazardous waste management. UNLV’s Environmental Health and Lab Safety (EMLS) unit, a part of the

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Department of Risk Management and Safety (RMS), operates UNLV’s hazardous materials programs. EMLS inspects laboratories regularly to make sure that correct chemical storage and hazardous waste disposal procedures are followed. EMLS inspects 400 labs per year, or about 40 labs per month. Each year a new inspection routine is developed in order to avoid predictability of inspections.

Chemicals stored on campus are stored according to Environmental Protection Agency (EPA), Nevada state, and local rules (including Clark County Fire Department rules). All chemicals must have accurate labels and must be stored in accurately labeled rooms. When waste is generated in labs, and accumulated in buildings, it must be accomplished according to EPA storage rules, which include rules for labeling, container requirements, and limits on the length of time of storage.

EMLS is responsible for the disposal of used chemicals designated as hazardous waste. UNLV is designated as a Large Quantity Generator under the Resource Conservation and Recovery Act. Hazardous waste is collected in each of the buildings, picked up by RMS, and taken to a central collection area known as the Hazpad. At the Hazpad, the waste is categorized and labeled according to EPA rules, and is packaged and transported by a licensed waste transporter to licensed, approved disposal facilities in various locations in Nevada and California.

EMLS inspections also ensure that safety equipment and safety information are available in laboratories. National Fire Protection Association safety signs and OSHA-mandated Material Safety Data Sheets (MSDS) are tracked and placed in required locations. MSDS sheets can also be located on the Risk Management website through a link at the bottom of the home page.

UNLV also manages storage and disposal of Universal Waste which includes spent fluorescent light bulbs, spent batteries and other items.

2.G.3 The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.

UNLVNow
UNLV’s campus master plan is the guiding document that directs the planning and development of campus buildings and infrastructure in conjunction with academic master plans and the Focus: 50 to 100 Strategic Plan and its Implementation Plans. The Implementation Plans have been updated annually as Nevada’s economic situation has changed.

The impetus for the 2012 update of the master plan was a proposed project named UNLVNow. UNLVNow is a proposed public/private partnership between UNLV and Majestic Realty Company that includes a covered mega-events center and student village. Project elements include a mega-events center on the northwest part of campus and student village offering housing, dining, and shopping, as well as the retail and service activities customarily found adjacent to or as part of residential campuses. The center would give UNLV a state-of-the-art

266 [http://rms.unlv.edu/](http://rms.unlv.edu/)
267 [http://planning.unlv.edu/](http://planning.unlv.edu/)
home for its athletics teams and provide the region with the only events center (a Mega-Events Center) capable of hosting concerts, sports, and other special events for 60,000 spectators. Currently, Sam Boyd Stadium, which is about eight miles from the main campus, is home to the football team. Sam Boyd Stadium was built in 1971 and is an uncovered single-deck bowl. UNLV’s contribution to UNLVNow would be limited to land, its image and brand, and possibly its tax status. With BOR approval, development of a business plan and options for naming rights, founder contributions, media income, and related funding for the project can begin. Student tuition/fees will not be used to support the UNLVNow project, nor will any state-allocated funds directed to UNLV for support of its academic mission be used for the project. Majestic Realty Company is not asking for funds or fees from UNLV.

A key goal of this master plan update was to review the current academic and research space and development on the Maryland (main) campus, and to plan the future development of academic and research space to make the best use of UNLV’s resources. Included in UNLV’s capital plan are the Hotel College Academic Building, a replacement for Grant Hall, an undergraduate instructional lab, and expanded student housing over time.

Collegiate athletics and student recreation are vital part of a university experience. The master plan update looked at how campus athletics and recreation can be supported through both dedicated and shared facilities. The consideration of a 60,000 spectator ‘Mega-Events Center’ on campus will support bringing football to the main campus, which could change the entire quality and dynamic of the campus.

Campus open spaces, such as malls, quadrangles, non-athletic fields, plazas, gardens, and other spaces, as well as campus walks, paths, drives, and other circulation spaces, are campus elements that in many ways organize the campus and connect the campus facilities and community. The master plan update looked at how campus open space and circulation could be improved and extended to support the entirety of the campus.

Midtown UNLV
The development of a university district on the east side of the campus, in coordination with Clark County, private landowners, and other entities, is a major part of the long-term vision of UNLV. The goal to develop Midtown UNLV, which is a plan created in 2007, appendix 2.G.3.1, in partnership with a local developer to organize the growth and development of the section of campus that borders on Maryland Parkway and the privately owned properties on the east side of Maryland Parkway, across from the campus. The goals of the plan were numerous and a few of the priorities include: develop a more obvious entrance to the campus from Maryland Parkway; strengthen the pedestrian crossings of Maryland Parkway; and improve the interface with the surrounding community.

The ability of the campus to have a ‘University Village’ component in connection with the ‘Mega-Events Center,’ where student/faculty/staff housing could be located in some capacity, along with campus and major event appropriate dining, shopping and retail activities that are commonly found adjacent to many major residential university campuses, is part of the master plan. The economic impact for the area could be substantial, appendix 2.G.3.2. New space will be considered in this planning effort for educational, cultural, and civic activities, providing an
enhanced experience for everyone visiting UNLV, be it to attend classes, work on campus, or attend a concert, show, or athletic event.

Parking and access is a critical component on any university campus for all campus users and visitors. Parking is also a sensitive use of land that needs to be convenient and efficient. The master plan update looked at the manner in which parking can support the campus, through continued conversion of parking from surface to structured parking, and coordination with other modes of transit (bus, bicycle, pedestrian, other).

UNLVNow Process
The UNLV campus resides in an area with a variety of public and private landowners and land uses, such as Clark County, McCarran Airport, and a wide variety of private landowners. Planning and development of the campus requires significant coordination and collaboration with these entities, to support the successful development of the campus in cohesive manner.

In April 2012, open houses were held for the campus community to have input and ask questions. The process continued through fall 2012 with additional opportunities for feedback from the campus and surrounding community. At the end of November, the new master plan was approved by the BOR, appendix 2.G.3-4. During the development of the plan, a more deliberate effort was made to link the physical master plan with the academic master plan and the mission and core themes of the university.

2.G.4 Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution’s mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.

Board of Regents policy designates each department with custodial responsibility for all equipment within its jurisdiction. Each department head must report to the Property Control Department all additions, deletions, and material changes in the condition of equipment in their unit. Property Control tags equipment, maintains the master file of university equipment, and disposes of surplus equipment.

Department responsibilities also include maintaining assets in good working condition. Unit leaders are responsible for ensuring that both equipment used by staff and faculty, and laboratory equipment used for instruction, is replaced and upgraded as needed. Unit leaders determine the feasibility of upgrading or replacing equipment based on service contract fees and depreciation of the equipment. To keep laboratory equipment up to date and suitable for instruction, approved student course fees are used to supplement state funding. The student fees are intended to cover costs for equipment upgrades and maintenance, as well as replacement of consumable items in instructional labs. The BOR handbook specifies the conditions under which fees in addition to the registration fee may be assessed: extraordinary instruction costs due to: (a) individual instruction (e.g., private music lessons), (b) class supplies, course-specific software, and specialized equipment (e.g., welding equipment and materials), (c) third party charges for use of

268 http://www.unlv.edu/masterplan/plandetails and http://www.unlv.edu/masterplan/maps
a facility (e.g., golf), (d) special transportation requirements, or (e) extraordinary instructional costs (e.g. intensive supervision, support, or additional technical expertise required for the delivery of the course), (f) some combination of these reasons. Responsibility for implementing this policy is delegated to the presidents up to a maximum of $50 per course. Courses requiring fees higher than $50 require Board of Regents approval.

Requests to add or change student course fees are reviewed annually by a university committee that consists of these representatives:

- Undergraduate Student Body (Consolidated Students Of the University of Nevada, Las Vegas) President
- Graduate and Professional Students Association President
- Non-traditional Student Representative
- Director of the Office of Information Technology Operations
- Executive Financial Officer
- Assistant Controller
- Faculty Member
- Budget Analyst for Student Affairs
- Executive Budget Director
- Executive Vice President and Provost

The requests are accompanied by several pieces of information, including the number of students impacted, the projected incremental revenue generated as a result of a change (i.e. the request must describe the number of semesters that the course is offered, the number of sections, etc. to estimate the revenue), compliance with BOR policy, and an expenditure plan for the fee revenue. The information is examined to make a determination of whether there is a reasonable need to add a new fee or to change an existing fee. When there are questions related to proposed fees, the faculty and departmental staff making the request may be asked to appear before the committee to provide additional information. The committee process results in a recommendation to the president. The additions and changes that the president approves go forward in one of two ways:

1. Course fees of $50 or less can be implemented with the President’s approval.

2. Board approval is required for a student fee of any amount and for course fees over $50.

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269 BOR Handbook, Title 4, Chapter 17, Section 17, Special Course Fees (B/R 2.09)
Although there are occasional exceptions, course fees less than $50 approved during the cycle and other fees approved by the BOR at the December meeting become effective the following fall semester. New fees implemented since January 2010 are included in appendix 2.G.4.1.

To enhance the infrastructure and business practices that support Core Theme 2 *Advance Research, Scholarship, and Creative Activity* in all pertinent units of the institution, the Office of Information Technology has created a technology update and replacement plan for its Technology Enhanced Classrooms (TECs) and computer labs. Since 2009, approximately 65% of TECs have been upgraded with newer projectors and AV equipment (95 out of 142 classrooms). Using funds from student technology fees, lab computers are to be replaced on a four-year basis. Although this basic plan exists for updating the technology, ongoing funding to implement the plan is not adequate. Funding for such purposes is sporadic. Replacement cycles are close to five to seven years. For example, end-of-year funding surpluses have permitted replacement of technology in these spaces without regular funding. 86% of the computer labs have been fitted with updated PC’s or Macs (39 out of 45), thus improving the quality and quantity of space and equipment.

The Academic Affairs Computer Replacement Program (AACRP) was initiated in 2005 and replaces out of warranty computers for faculty and staff using the funds provided by the Office of the Vice Provost for Academic Affairs. For the 2011 academic year, $748,215 was allocated to the Office of Information Technology to conduct the AACRP; $25,000 of the funds was withheld to cover vendor warranties. OIT advised departments to replace equipment no longer supported by the university’s contracted computer vendors (any computers running Windows XP, all Gateway Computers, and all non-Intel based Apple Computers). The long-standing program has run more efficiently since OIT permitted departments to determine what to order from a select number of Apple, Dell and Lenovo models, rather than have OIT staff choose the equipment.270

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**Technological Infrastructure**

2.G.5 *Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.*

UNLV provides a comprehensive technical infrastructure to support the university’s programs and services. It is designed to meet the growing and changing needs of UNLV and support its mission and Core Themes 1 and 2, *Promote Student Learning and Success* and *Advance and Support Research, Scholarship, and Creative Activity*. The university employs industry standard network and server hardware sufficient in capacity and quantity to meet existing and near-term future information system needs. The technical infrastructure of the institution is maintained and upgraded to keep up with changing technological needs and requirements.

UNLV is served by infrastructure from the Nevada System of Higher Education (NSHE), System Computing Services (SCS), and the UNLV Office of Information Technology (OIT). Human

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270 [https://oit.unlv.edu/software-and-computers/employee-computer-purchases](https://oit.unlv.edu/software-and-computers/employee-computer-purchases)
Resources and Financial services infrastructure is provided and managed by SCS on IBM mainframe technologies. Student information systems service is provided by SCS on IBM pSeries infrastructure and is jointly managed by SCS and OIT. Campus applications such as the Course Management System (WebCampus) and integrations to SCS services are provided and managed by OIT.

SCS serves as the ISP (Internet Service Provider) for all higher education institutions operated by the state of Nevada. UNLV’s network is connected to the Internet via a 10-gigabit primary and 1-gigabit backup connection to SCS. UNLV uses firewalls and access control lists to prevent unauthorized access to internal devices; initiatives are underway to provide campus wide firewall service. The configuration and auditing of firewall and router access controls follow best practices as recommended by NSHE and the National Institute of Standards and Technology guidelines.

In 2011, the university underwent an NSHE network security audit and is providing remedies to the findings. IT security is also a major component of a 2012 IT Master Plan project. Other focal points of the plan are addressing technology infrastructure and services, as well as future development and innovation. Consultants engaged campus constituents during fall 2012 and spring 2013 semester. May 2013 is the goal for delivery of the final plan, with implementation expected to occur during fiscal years 2013 through 2018.

A variety of vendors and technologies are used to create the foundation of the infrastructure at UNLV. OIT utilizes Dell, IBM rack mount, and IBM blade server technologies allowing for optimum matching of server technology to service requirements. Similarly UNLV uses Storage Area Network (SAN) technologies from IBM, Netapp, EMC Networker, and Dell to provide appropriate and cost-effective storage. Backup and recovery is managed through EMC Networker software for both disk and tape storage devices.

UNLV maintains dedicated disaster recovery configurations for the student information system and course management system. Other systems are configured for high availability through virtualization technologies. The university is also engaged in initial negotiation with an external hosting site in Las Vegas to provide an additional server deployment location for availability, disaster recovery, and business continuity.

The network at UNLV is standardized on a Cisco platform with some older Enterasys devices in the final stages of replacement. Fiber optics is used for connections between buildings as well as between floors in a building. CAT5 or CAT6 copper wire is used from network control rooms to devices in offices and classrooms. Network traffic is separated based on the type of user and type of device (e.g., staff computers, student computers, servers, printers, etc.). Additionally, switching and routing protocols provide further network segregation and virtualization.

UNLV offers a secure wireless service at its main campus and other campus locations with over 700 wireless access points in 50 buildings covering about 75% of the campus. Students and staff use the wireless service to quickly and easily connect to the network and move seamlessly through coverage areas. Wireless access is available to guests from 7am - midnight. During spring 2012, UNLV added an additional 500 access points to expand coverage to campus residence halls, fine arts, engineering, education, health sciences, and continuing education
facilities.

Recognizing the need for the university to have a written set of standards, adopted at all levels and incorporated within the written standards that all design teams are required to follow, Instructional Technology Services (ITS), a unit within OIT, created an audio-visual standards document for UNLV’s planning and construction department and for internal use to create a consistent configuration of the classroom systems. The classroom standards document covers many key areas: conduit pathways, a description of the system design, and budget considerations for different specified levels of technology. An important section describes pathway standards, detailing exact requirements for conduit and audio-visual floor boxes, as well as electrical and data requirements. The document also includes photos and diagrams that depict lectern design and classroom lighting configurations. Having standardized classrooms allows for training faculty/instructors once and provides them familiarity with the majority of the classrooms on campus.

During the 2012 fiscal year, ITS was involved with the planning and construction of several new technology spaces. New technology was a critical component of 33 projects that included new classroom spaces for several departments. ITS staff consulted with the departments to identify the scope of work and managed the technology portion of the construction process. With the newly hired System Design Specialist, the process was given full attention and the projects remained on track, meeting a tight fiscal year-end deadline.

In a continuing effort to bring all classrooms up to campus service and security standards, recently ITS identified eight classrooms on the second floor of the Flora Dungan Humanities Building without a permanent network solution. The technology enhanced classrooms (TECs) on that floor were accessing the network though non-authorized wireless access points. With end-of-year funding, OIT was able to add permanent network jacks in each room, eliminating the need for insecure access points and creating a secure and reliable connection to the classroom computer.

The Office of Information Technology (OIT)\(^\text{271}\) provides readily accessible information resources to both students and faculty. Some of these resources include computer labs, Help Desk services, free and discounted software, training on a variety of software, technology orientations and guides, wireless networking, network storage with web pages, course management system support, e-mail, custom application development, technology enhanced classroom, and media delivery to non-TEC classrooms. Students have access to ten general use computer labs and 28 specialized labs\(^\text{272}\) that are supported by OIT. These labs contain more than 1,000 computers with a variety of standard office software (Word, Excel, etc.) while some computers have specialized applications (Mathcad, ArcGIS [mapping software], SAS [business analytics software], SPSS [predictive analytics software], etc.). The ten general access labs have most of the general-use software that students need to complete their coursework and are open to all students. The 28 specialized labs are customized for departments, colleges, and schools that require either special software or

\(^{271}\) http://oit.unlv.edu/

\(^{272}\) http://oit.unlv.edu/labs-classrooms
hardware specific to their discipline. These labs are often used as both classrooms and open labs for students to complete their coursework. Each lab that has open hours is staffed with a monitor to assist students. The “UNLV Student Satisfaction Inventory 2011 Summary Report” noted that in both 2008 and 2011, “computer labs are adequate and accessible” was recognized as a strength (above the mid-point in importance and in the upper quartile [25 percent] of satisfaction scores). These labs support Core Theme 1, Promote Student Learning and Success.

In early 2012 OIT completed a new 1,600 sq. ft. data center. This location houses 10 server racks and sufficient backup power to keep things running until the new generator engages. The data center is expandable to a total of 30 server racks and associated cooling and power systems. The data center utilizes a hot aisle containment design, which enables efficient high-density server deployment. Two 25-ton chillers provide cooling. Network and cabling infrastructure have been deployed in a scalable and easily manageable design. Data center components have been deployed in a design that enhances availability and ease of maintenance. The installation of a powerful generator and isolation of the power for the facility onto a separate transformer allows for backup power sufficient to keep the facility operating until power can be restored. With the completion of the new data center, UNLV continues to move toward a consolidated private cloud infrastructure based on blade server technologies, centralized storage, and a virtualized network. This private cloud will allow for efficient, timely, cost-effective, and appropriate infrastructure deployments that best meet the needs of the institution.

Of the 7,266 telephones on campus, 23% are VoIP (voice over Internet protocol) and 20% are Digital TDM (time-division multiplexing). Switches that have redundant uplinks, as well as redundant power supplies to ensure maximum uptime, power IP (Internet protocol) phones. These switches are also connected to backup battery supplies to give at least 30 minutes of continuing service in case of power failure.

2.G.6 The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

The Help Desk273 is available to all currently enrolled students, as well as faculty and staff. The Help Desk assists with logins/passwords for the computer labs, individual help with use of technology, e-mail, WebCampus, and other technology issues. In addition, Help Desk technicians assist with hardware and software troubleshooting. Services are available via e-mail, web submission, phone, or by visiting in-person. During the first week of the spring 2012 semester, the Help Desk received 1,481 service requests, 652 requests being resolved by Help Desk technicians without the need for escalation to other units in OIT.

The Help Desk also coordinates tiered support for customers when assistance involves other divisions in OIT. This ensures correct support levels facilitated by a central OIT group. The Help Desk uses an enterprise system to manage these escalations, measure service levels, and keep track of service statistics. These tools help to ensure consistent support is provided, customers are kept up-to-date regarding the status of their requests, support measurements are accurate, and needed improvements can be identified, implemented, and assessed.

273 http://oit.unlv.edu/help/it-help-desk
Instructional Technology Services (ITS) also operates a Help Desk specifically for support of the technology in classrooms. The desk is staffed for immediate response to the technology in the classrooms minimizing lost class time. For classrooms with Extron control systems, Extron’s Global Viewer Enterprise server software has been deployed. Crestron’s RoomView server has been installed in rooms with Crestron control systems. These tools allow ITS to check the status of a classroom at a glance. Help Desk staff can control the equipment in the room during a phone call and many times resolve the problem without dispatching a technician.

Support is available for WebCampus274, UNLV’s course management system (CMS), during extended hours. This support was previously offered through a third party, but OIT brought this back in house during the spring 2012 semester to improve service after hours and to offer the service more efficiently. Technologies such as WebCampus are also used in non-academic departments with full support. For example, Risk Management and Human Resources use the course management system to deliver their training to the campus community. OIT’s Client Services unit provides a variety of workshops pertaining to software use and developing technology skills275. These workshops are offered each semester while additional workshops are created each semester according to departmental needs. Customers can also access self-help materials through the WebCampus support center. Support guides for TECs and teaching labs are available in the computer labs, at the Help Desk, online, and in print. The university’s Educational Outreach program also provides discounted or free technical training to faculty and staff, extending what is available for the campus. OIT collaborates with Online Education and the University Libraries to provide one-on-one or small group support and training to faculty who are in need of technological assistance and the use of instructional technology.

At the request of end users, ITS provides training for the audio-visual systems in TECs, computer teaching facilities, and video conferencing spaces. ITS staff meet the faculty or staff member at the location to provide one-on-one training on the systems. Easy to follow documentation is also provided in each space containing equipment, as well as on-line videos to assist with use.

OIT works with vendors to provide free or discounted software276. Software can be accessed in the labs for free, and CDs with utilities such as Symantec AntiVirus are available from the Help Desk. Students, faculty, and staff can also visit the online software store (hosted by E-Academy) and order discounted software on titles such as Microsoft, SPSS, Adobe, and Minitab. Students enrolled in qualifying programs such as Management Information Systems or Computer Science courses can access Microsoft developmental tools at no cost.

OIT budgets approximately $2,000 per staff annually for training and professional development. This training enables OIT staff to provide quality instruction and support to the campus. Additionally, OIT offers free, unlimited staff access to Lynda.com (a software training and tutorial video library) and to the Microsoft IT Academy (software for labs, classrooms, and PCs

274 [http://webcampus.unlv.edu](http://webcampus.unlv.edu)
275 [http://oit.unlv.edu/help/training](http://oit.unlv.edu/help/training)
276 [https://oit.unlv.edu/software-and-computers/software](https://oit.unlv.edu/software-and-computers/software)
used by students, as well as access to a wide range of Microsoft E-Learning courses and the Instructor Learning Management System to help track and monitor student progress).

2.G.7 Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.

Consistent with the university’s mission to provide a high quality teaching and learning experience and Core Theme 1, Promote Student Learning and Success, OIT facilitates input from OIT support staff, students, and faculty concerning TECs and computer lab facilities in a number of ways. The unit seeks faculty feedback concerning the availability and effectiveness of classroom technology via an online survey\textsuperscript{277}. Instructional Technology Services staff members consistently review feedback and address concerns as needed. Direct feedback from students about computer lab facilities is also sought via an online survey, and each comment is given a response. To further involve faculty in the process to provide a high quality teaching and learning experience, ITS staff meet with faculty who use computer labs to ensure the facilities are meeting their needs. Since 2009, upgrades to computer lab facilities and the conversion of classrooms to TECs have added technology to approximately 50 general-purpose classroom spaces on campus, thereby increasing faculty satisfaction with the teaching and learning environment.

ITS benefited greatly from funding allocated by the Office of the Executive Vice President and Provost, which has allowed the unit to continue to bring all learning spaces up to the campus standard. Currently, eleven spaces in the Classroom Building Complex are not TECs. In 2010, ten “AV Enabled Classrooms” were created with repurposed equipment but were in need of extensive upgrades to full TECs. These projects remain a priority for the 2013 fiscal year. Ongoing funding is needed for equipment replacement such as projectors, computers, control systems, documents cameras, audio systems, and lecterns, as well as for spare technology components.

Two major campus technology groups provide opportunities for input from those campus constituents who rely on technology for institutional operations, programs, and support. The IT Forum meets on a monthly basis to plan, share information and resources, and assist in preparing each other for campus support. Members include IT department members as well as OIT technicians. In addition to the monthly meetings, communication between the members occurs through a list serv\textsuperscript{278} to keep everyone up to date on any upcoming changes regarding technology. This collaborative effort ensures that information is disseminated to those responsible for providing technical support across campus. A second group led by the e-Learning Coordinator, the Course Management System Implementation Committee (CSMIC), is comprised of individuals from OIT who are responsible for maintaining and supporting UNLV’s course management system, WebCampus. Additional members include representatives from Online Education. Members of CSMIC keep each other informed of any support issues, upgrades, and/or changes that may directly and/or indirectly involve WebCampus. The

\textsuperscript{277} http://oit.unlv.edu/forms/lab-suggestion-box
\textsuperscript{278} UNLV uses list servs to allow emails to be sent to specific groups of people, such as faculty, rather than the entire university.
committee also works together to coordinate and plan for the testing and implementation of WebCampus product enhancements. These enhancements include, but are not limited to, hardware or application upgrades/fixes and enabling third party PowerLinks that are integrated with WebCampus such as the Turnitin plagiarism detection software.

OIT utilizes several methods for involving faculty, students, and staff in the planning and development of information resources. Surveys, committees, and interviews are used to systematically evaluate IT resources. OIT distributes a biennial survey to employees and students to analyze services and facilities, as well as upcoming initiatives planned for that year[^279]. In 2011, OIT conducted a comprehensive survey of students and employees, producing a summary report of the results and the initiatives to be addressed by OIT. Among the items recommended were:

- Support for mobile applications
- Conversion of remaining non-technology-enhanced classrooms to TECs
- Move toward single sign on for a variety of campus applications
- Enhancements to the MyUNLV registration system for more seamless navigation
- Installation of additional wireless access points
- Aesthetic upgrades in computer labs
- Consideration of student use and ownership of mobile devices when planning physical design of spaces (e.g., many students several laptops and handheld devices)

In addition to the biennial survey, OIT gets timely feedback from its constituents. At the conclusion of every third request for services, users get a survey requesting feedback about the service provided to meet that request. The responses are reviewed daily and high priority issues are handled promptly. Issues requiring systemic change are brought to the attention of the OIT Leadership Team. This initiative has improved the overall satisfaction rates with the Help Desk.

Prior to initiating a new service or changing an existing service, OIT gathers input (e.g., interviews, focus groups, usability testing) from those affected. The final implementation reflects the input and, in many cases, follow-up assessment helps to form enhancement efforts. A student e-mail policy group with representatives from campus developed two custom applications to provide targeted, electronic communications with students. Student E-mail Newsletters from Departments (SEND) and Rebel Announcements Via E-mail (RAVE) send targeted e-newsletters to students. The frequency and design of the messages are based upon a survey completed by over 1,200 students.

Short interviews are conducted with students utilizing the computer labs. Suggestions from these

[^279]: [http://oit.unlv.edu/about-oit/survey-results](http://oit.unlv.edu/about-oit/survey-results)
interviews resulted in aesthetic improvements, the addition of new computers, easier printing procedures, and improvements to the computer labs website. In response to the feedback about printing services, OIT collaborated with RebelCard Services (the campus identification card) and launched a new website for computer labs containing photos of printers and printing instructions. Feedback from an electronic survey submitted to students in fall 2008 led to a major initiative to migrate to a new e-mail system for students which is called Rebelmail and is powered by Google\textsuperscript{280}. Students also participate in usability testing, leading to improved technology websites, such as the campus portal.

Faculty, staff, and student orientations, held annually, introduce the campus to IT resources and available services. The faculty and staff orientation includes informational presentations that involve multiple presenters using a variety of media and include audience participation. Student orientations are held at the beginning of every fall and spring semester and include online and printed materials to guide students through acquiring and using campus technology. Additionally, a team of UNLV employees across campus meets annually to create printed technology services brochures that address audience needs\textsuperscript{281}.

Several campus committees not only govern OIT’s decisions and processes but also work together with the Information Technology Coordination Committee (ITCC), which provides leadership and recommendations regarding enterprise level technology-related matters and oversight for the coordination of technology-related efforts on the campus and across the system\textsuperscript{282}. These committees provide opportunities for input from students, faculty, and staff who rely on technology for instructional, educational, and administrative activities:

- Course Management System Coordinating Committee - Coordinates changes and upgrades to the university's course management system, WebCampus.

- Faculty Technology Advisory Board - Collaborates with other campus committees and constituents to facilitate identifying and coordinating practices for the adoption and use of hardware, software, and the technology infrastructure to enhance teaching and learning, strengthen the research environment, and improve administrative systems.

- Nevada Learning Network - Enhances the educational process via the course management systems at UNLV and the Nevada State College through collaboration and the effective management and sharing of information technology resources.

- Student Technology Advisory Board - Reviews the student technology fee budget, suggests improvements to campus technology on behalf of the student body, and becomes educated on issues related to campus computing.

The OIT Software Development unit designs, implements, and supports a variety of tools and services to expedite access to information and improve the efficiency of faculty and support staff. Services have recently focused on providing seamless integration, added functionality, and

\begin{thebibliography}{99}
\bibitem{} \textsuperscript{280} \url{http://rebelmail.unlv.edu/}
\bibitem{} \textsuperscript{281} \url{http://oit.unlv.edu/about-oit/publications}
\bibitem{} \textsuperscript{282} \url{http://oit.unlv.edu/committees}
\end{thebibliography}
access to new enterprise systems. These services allow for existing university applications to communicate with the newly implemented enterprise student system, extend the functionality of that application, and minimize downtime to faculty and staff users after the transition (e.g., create user-computer lab account creation, RebelCard, UNLV Wireless, Data warehouses, WebCampus integration, SEND, Authorization Web Service).

The OIT software portfolio includes several new development implementations that offer more collaborative opportunities for students and faculty, such as Rebelmail powered by Google and Mail List Manager. OIT implemented new technologies that enhance the infrastructure and business practices to support students, faculty, and staff by creating scales of efficiency and effectiveness and reduce workload on already taxed resources. The Help Desk Toolkit allows for broader controlled administration of the new Rebelmail system. WebCampus, Cognos, Classified Staff Notification Appraisal Process, UNLV Batch Update and Report, and Payroll History Reporting allow for quick access to large amounts of data for efficient workflow processing, strategic planning, fine tuning, and ad hoc reporting that would normally take several hours to produce. Faculty and staff now have the capability to quickly access leave information and processes with i-Leave\textsuperscript{283}, a web-based leave tracking software system. ACE, an application permitting users to have the same login and password for use with a variety of administrative systems, was developed by OIT. The ACE account saves time, eliminates the need to remember multiple passwords, and better positions the campus for a single sign-on solution in the future.

OIT has plans to further UNLV’s electronic initiatives and technology with implementation of Digital Measure’s Activity Insight which will allow faculty to document and track their workload, research, and publications. It will also allow the administration to easily access that information. OIT is working with Human Resources to access classified staff evaluations, appraisals, and merit using existing business intelligence technologies to drive and inform more timely decisions, efficiencies in maintaining the data, and added integrity to down-stream processes.

In fall 2010, UNLV launched MyUNLV, a PeopleSoft student information system that allows students to register for classes, pay tuition, and check their application status. MyUNLV also allows faculty and staff to perform basic and complex tasks related to registration, grade reporting, financial processing, and data collection among other business functions. UNLV has standing committees that have addressed, and continue to address, the implementation of and enhancements to MyUNLV. These committees include the Module Leads Committee comprised of staff from Enrollment Student Services, Student Financial Services, and OIT. The Module Leads Committee plans and implements key functionality to MyUNLV such as degree audits, transfer application imports, course registration, grade reporting, and financial aid processing.

Additionally, OIT convenes ad hoc committees with representatives from the University Libraries, Student Affairs, and Institutional Analysis and Planning as needed. The ad hoc committees also provide information and guidance regarding the content and functionality of MyUNLV. In 2011, OIT conducted a general survey of UNLV students that included questions regarding satisfaction with MyUNLV. Of the 1,100+ respondents to this survey, 59% were very satisfied or satisfied, and 18% stated they were neutral with regard to their satisfaction with

\textsuperscript{283} \url{http://hr.unlv.edu/benefits/ileave/}
MyUNLV. OIT is working with other campus entities to use this data to make changes to MyUNLV and increase satisfaction with this service among students.

2.G.8 The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.

OIT works closely with the Information Technology Coordination Committee to ensure currency with existing services and new technologies. Plans will be implemented in 2013 to update the application version and infrastructure for WebCampus. The student information system application and infrastructure replaced in 2010 are updated according to maintenance releases from PeopleSoft/Oracle and in conjunction with SCS. NSHE is investigating solutions to replace the Human Resources and Finance systems.

To enhance the infrastructure and business practices that support Core Theme 2 Advance Research, Scholarship, and Creative Activity in all pertinent units of the institution, OIT has created a technology update and replacement plan for its TECs and computer labs, as described in 2.G.4., second to last paragraph.

Initiated in 2005, the Academic Affairs Computer Replacement Program (AACRP) replaces out of warranty computers for faculty and staff using the funds provided by the Provost’s office, as described in 2.G.4, last paragraph.

Several units on campus have unique technological requirements to support their operations, programs, and services and bear major responsibility for meeting those needs. The College of Engineering originally established its own network and operating systems in the 1990s because OIT did not offer or support technology needed by the faculty at that time. Engineering continues to need the technology and supports the maintenance and upgrades for its systems through the college’s budget. The School of Dental Medicine has servers for patient management that are separate from the OIT systems. The School budgets for the maintenance and required upgrades of these servers. The Science and Engineering building has one proprietary server that is separate from OIT. That server is maintained and upgraded by SEB staff, and the SEB budget provides funding for its maintenance and upgrades.

To plan for the future of IT at UNLV, in summer 2012, OIT engaged a consulting firm to develop a comprehensive Information Technology Master Plan to address technology infrastructure and services, future development and innovation, and include a focus on security. A 2011 Nevada System of Higher Education (NSHE) security audit noted several areas of concern (e.g., network design and desktop management), and this plan will assist with addressing those pressing security needs in the context of a comprehensive plan for information technology at UNLV. The planning process will take approximately six months, and the final recommendations expected in spring 2013.
Year Three Self-Evaluation Conclusion

While writing the Year One and Year Three Self-Evaluation reports, UNLV had the opportunity to reevaluate its mission statement and strategic plan and determine if they are still appropriate for the fiscally-challenged times in which the institution, and the state of Nevada, finds itself. It was determined that both are still applicable and appropriate for attaining UNLV’s long-term vision. UNLV’s Core Themes provide a solid foundation for evaluating the success of the institution in fulfilling its mission. The president and cabinet will meet on an annual basis to review the results compiled for the indicators of achievement of the Core Themes. From those results, the university’s path forward can be modified or adjusted as needed.

UNLV has made significant progress in engaging the faculty, chairs, and directors in academic assessment. By mid-February 2013, 500 faculty members had attended academic assessment training sessions held by the Office of Academic Assessment. In support of this effort, the training was endorsed by Dr. William Beardsley in a letter date August 2012, which was provided to all who attended the sessions. The Office of Academic Assessment has an updated strategic plan envisioned to successfully guide UNLV towards with the NWCCU’s standards.

The Office of the Executive Vice President and Provost is launching a leadership development initiative to develop a new generation of faculty leaders, particularly women and underrepresented minorities, for an increasingly diverse campus who will be able to guide the university towards its identified goals. President Smatresk has also recently solicited faculty input on a new Collaborative Research and Education initiative (CoRE) as part of a broad agenda to move UNLV forward towards the twin goals of enhancing campus culture and support for faculty and achieving Carnegie Foundation designation as a Very High Research institution.

UNLV President Smatresk has met with the governor of Nevada and discussed the proposed budget which will be presented to the legislature in spring 2013. The budget to fund the Nevada System of Higher Education for the July 1, 2013 – June 30, 2015 biennium is not expected to increase since the previous biennium budget. There is a new funding formula proposal that, if approved by the legislature, will distribute funding more equitably among the institutions in the NSHE. This will benefit UNLV, as well as the other institutions in the southern part of Nevada.

The effects of recent budget cuts are evident in the university’s research funding and expenditures. As the number of FTE faculty has decreased from 796 in 2006 to 632 in 2012 due to budget cuts, remaining faculty have taught greater numbers of students through a combination of additional course teaching commitments and larger class sizes. The average number of student credits taught per faculty per year has risen from 200 in 2006 to 268 in 2012. It is no surprise that institutional research funding has declined as remaining faculty members have had less time for grant acquisition as they take on more teaching responsibility. The number of research proposals peaked in FY07 when 829 proposals were submitted; this figure dropped to 606 in FY12. The dollar amount for competitive grant awards has decreased as well during this time, from $54.3 million in FY07 to $37.8 million in FY12. Research expenditures decreased from $54.1 million
in FY07 to $27.1 million in FY12. Research funding and expenditures have also declined in part due to a decrease in the number of and dollar amount of federal earmarks received.

The university is taking steps to restore research funding to FY07 levels and beyond. In late 2012, the university strategically hired 13 high-impact faculty members who have already written more than $19 million in proposals to external funding agencies; five of these faculty brought $1 million in grants in contracts with them. In the upcoming state legislative session, the administration will identify rebuilding the faculty as a critical funding priority, emphasizing the value of research as a revenue stream to the university. On campus, the university established the Faculty Opportunity Awards Program, which is designed to provide internal support for development of research with potential for continued funding by extramural funding agencies, private foundations, or industry. The program also supports projects to develop new intellectual property. An Office of Economic Development has been created in the Division of Research and Graduate Studies to promote both industry-sponsored research as well as commercialization of faculty intellectual property.

Overall UNLV student enrollment has ranged from a high of 29,069 in fall 2009 to a low of 27,364 in fall 2011, and recovered slightly in fall 2012 to 27,389. Undergraduate enrollment during this period declined only slightly, from a high of 22,708 in fall 2009 to a low of 22,138 in fall 2011, recovering to 22,432 in fall 2012. The bulk of the decline has been in graduate and professional enrollment, brought about in part by the aforementioned declines in the number of faculty able to conduct research and external research funding, and in part due to the state and nation’s overall economic decline. UNLV expects graduate, professional and undergraduate enrollments to recover over the next biennium as it restores its faculty workforce.

UNLV’s recent (December 2012) federal designation under the Title III and Title V statutes of Title 20, Chapter 28 of the U.S. Code as a Minority-Serving Institution will, with institutional commitment, permit UNLV to compete for new grants to improve its services and support to minority students.

The UNLV Graduate College has recently undertaken a number of initiatives to attract and retain graduate students including Graduate Access Recruitment Awards to provide additional funding to attract high quality graduate students, and Graduate Access Retention Awards to help retain excellent graduate students who may be experiencing temporary financial difficulties. The Graduate College allocated approximately $500,000 of state GA funds on the basis of competitive faculty grants to support graduate students as research assistants on research projects that are relevant to the region and supportive of UNLV’s strategic goals and mission. Additionally, a policy of doctoral stipend increases went into effect in 2012 that increases doctoral stipends paid to graduate students after they Advance to Candidacy. In 2012, the Graduate College also initiated the Graduate Research Certificate, a free, value-added professional development program that provides graduate (and select undergraduate) students with the skills and knowledge necessary to initiate, conduct, and successfully conclude research projects.

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286 https://ir.unlv.edu/IAP/Reports/Content/UniversityStudentProfile_Fall2012.aspx
The Office of Information Technology has several challenges that include implementing a comprehensive security plan that addresses recommendations from the 2011 Nevada System of Higher Education UNLV Network Security Audit; acquiring sustainable funding for technology equipment replacement, e.g., desktop computers, classroom technology, servers, network equipment; and implementing priorities identified in the 2013 UNLV IT Master Plan.

Across the university, attracting and retaining qualified personnel is a challenge. The governor’s budget includes a 1.15% restoration of pay cuts carried out as furloughs, however, employee contributions to retirement funds will be rising 1%. There has not been any progress in restoring health benefits which decreased dramatically in the current biennium but the task force studying options continues its work.

In 2012, Las Vegas saw an increase in convention attendance and an increase in visitors over 2011. This trend is expected to continue into 2013. The unemployment estimate for December 2012 for Nevada was 10.2%, which is still high compared to the national average of 7.8%, but it is a decline and that plus the increase in visitors, give Nevadans hope for the future.

Recent Board of Regents approval of the updated UNLV master plan288, which includes new academic buildings and a public-private partnership, UNLVNow for a domed sports and entertainment complex, indicates that UNLV is positioning itself for continued growth in its capabilities, enrollments and funding over the next decade.

288 http://www.unlv.edu/masterplan